

The School Journal.

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THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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JEROME ALLEN, }

TERMS.

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New York, November 1, 1884.

WHAT is education? There are many who will give a definition. But who are educating? Who are "drawing forth the mental powers?" It is one thing to rattle off the definition, quite another to direct all the exercises of the school-room in accordance with the definition. Some declare this impossible; declare those to be mere theorists who insist that the work of the school-room should be selected solely with reference to its EDUCATIVE power. What is your practice?

THE question is frequently asked, "What shall we do with our daughters?" An American woman says, "Make cooks of them." A man of large experience says, "Let them do anything that men do." Instantly a thousand voices are heard, "They cannot do that, and even if they could they must not." The truth is, we have almost reached the time when woman will not only be permitted but expected to do far more things than at present. Her sphere is widening, her influence deepening, and her abilities are more than ever respected. Her voice is heard in almost every place where man's is,—in song, in exhortation, at the bar, by the bedside of the sick, in the halls of learning, on the public platform, and even in the sacred desk. She has become especially the teacher, having in many places entirely displaced her brothers. This is as it should be. Nothing shows more clearly the civilization of our times.

RELIGIOUS teaching in our public schools is generally a failure because those who instruct make it a pack-horse, upon which to load all sorts of human inventions, church catechisms and public bugbears in the public schools. It may tickle denominational pride, but it doesn't advance public morality, to require unwilling children to swallow human composition in place of divine authority. In an English public school recently, the doc-

trine of the Trinity was illustrated in the following lucid manner: "Suppose it became dark suddenly, and a lighted candle was brought into the room, its light would be instantly distributed into every corner of the room. The tallow, the cotton and the air produce the light; thus the Blessed Trinity make our God!" If we ever reach the time when the morality and authority of Christ, pure and simple, is alone taught, as the basis of Christian life, we shall also reach the time when the public teaching of religion will be commended by all sensible people.

Who are judges of good teaching? The leading lawyer, minister or doctor? No. Teaching is really a fine art, and one needs to study considerable to know it when he sees it. The intelligent man sees boys and girls sitting quietly in rows, hears them answer questions promptly, "do sums" rapidly, and he is ready to declare "We have the very best schools in this town, sir." The people have been told this story so many times that they believe in it as they do in the Declaration of Independence. The "Norfolk Examination" opened the eyes of people a little. That was conducted by an expert; he showed that the towns adjacent to Boston—great Boston—were having teaching that was only "fair to middling." And yet these towns had their Boards of Education that had annually for fifty years, congratulated the public on their good schools. If a single county in New York State could be thoroughly examined by an expert and the naked truth told, it would be the best thing that could happen.

SIMEON NORTH, the ex-President of Hamilton College, died February 9, 1884, leaving a precious memory behind him. Timid and unbrilliant as a man, as a teacher he was in his true element; graduate after graduate "took their diplomas from his hand, and afterwards walked conspicuous in the world's light." When friends gathered around his bier they would all unite in saying:

"O, he was good if ever a good man lived." Teachers, is there a nobler epitaph than this? To teach well and get that worthily is enough.

Let us look at Simeon North when he was eighteen years of age; he then wrote this private consecration of himself to the Highest: "To thee, O God, I this day make an entire surrender of myself. I consecrate to Thee my powers of body and mind, to be spent in Thy service, and so as to promote Thy glory. Henceforth may it please Thee, O God, to count me among Thy covenant children. Be Thou the Guide of my youth; the strength of my riper years, and teach me so to number my days that I may apply my heart unto wisdom. Keep me from the follies and vanities of the world, and make me through life the instrument of Thy glory in doing good to the souls of men. And when I have done and suffered all which Thou requirest of me, wilt Thou sup-

port me in the agonies of dissolution. As Thou dost now in the morning of life enable me to devote myself to Thee, so, O Lord, wilt Thou give me strength to spend my last breath in Thy service and praise." This explains why a man of no remarkable gifts of mind by nature could be so useful and so beloved.

TRUTH is what all honest men seek. All other things are of infinite insignificance in their estimation. It makes no difference to them where it strikes, when, whom, or how, if it be but the truth that strikes the blow, it is all right.

The reason honest truth seekers and truth speakers are scarce is because truth often goes contrary to selfish self-interest, for it is always in the interest of self to be honest, but not often in interest of selfishness. It is the hardest thing in the world to speak the truth.

"Get but the truth once uttered, and 'tis like
A star new born, that drops into its place,
And which, once circling in its placid round,
Not all the tumult of the earth can shake."

Sometimes silence is a lie. History is full of proofs of this statement. There are times when we must speak out; to keep still would be cowardice. Times come to teachers when even for the best salary paid in the world, keeping still would convict them of moral perfidy. It is said that

"The devil trembles when he sees
The weakest saint upon his knees."

because a man generally tells the truth when he talks to his Maker, and the devil can't stand the truth. It is satanic to be afraid of the truth. Almost as bad as liars are those who will not see the truth when they have the chance. They remind us of the old New England fisherman who very strictly commenced Sunday on Saturday at sundown. He was out on the bay when he said: "Come boys, we will go home; it is sundown." One of them objected, and said: "I don't think it is sundown yet." His decided answer set all questions at rest: "It is sunset! We will go home." He reached the beach, and as they were turning homeward the fog lifted and the sun shone out in all its glory. "There," said one of the young men; "I told you it wasn't sunset." But with his back upon the sun and his eyes looking toward the heavy banks of fog that hung thick and dark in the East he cut short all question with the final answer: "It is sunset."

It is an old and homely saying: None so blind as those who won't see." The most difficult cases to deal with are the "Will-nots." The "Can-nots," are a hopeful class. But the "Will-nots" have passed the line of labor. A bigoted old man once said: "If you proved it by Euclid and Bacon, I would not believe." He was at least an honest mule. As beating will never make a balky horse stir, so scolding and arguing will never move a stubborn man or child. Let them alone. That is the remedy. Here is a valuable lesson for teachers.

A FRIEND has called my attention to the words of Thomas W. Bicknell in his *Journal of Education* of Sept. 13, 1883. Of the New Education he says (p. 169): "This bantling which somebody brought into the world, and which the NEW YORK SCHOOL JOURNAL for commercial advantages, if for no other, has taken in hand to nourish and defend," etc. The charge made in the above paragraph by Thomas W. Bicknell, I pronounce, mean in its spirit, highly offensive, and false in every particular. I regret that a man who was at that time holding the high office of President of the National Association, could stoop to print such a base charge, knowing as he must, that it was malignant slander. I publish this that the vast number who are earnestly asking for a reform in education may see what sort of a man Mr. Bicknell is.

AMOS M. KELLOGG.

THE article on "Primary Reading and Drawing" by Mr. Hailman, in the JOURNAL of Oct. 11th, should have been credited to his daughter.

WE are greatly encouraged by the enthusiasm and magnitude of the Mind Class, the most favorable reception given to the articles on Normal Teaching, and the thankful letters received from hundreds of teachers concerning the use they make of the many helpful articles we are publishing. The work of making such a paper as this is great, but we are more than paid when our readers are benefited.

OUR subscribers may rest assured that, without doubt, never again in the history of the JOURNAL will such a delay occur as last week. It vexed us more than we can express. But the cause is one that should cheer the real lovers of educational journalism in our country. The INSTITUTE was on the press much longer than we expected, the enormous number of 60,000 copies being printed. This is by far the largest number ever printed of any educational paper in one issue. A few statistics will show how large this is. Of paper it took 240 reams of 500 sheets each, weighing in all nearly seven tons, and costing nearly \$1,200. It would take one printing press 30 days of 10 hours each, to print this edition.

WE hope to continue to make both JOURNAL and INSTITUTE worthy the most hearty co-operation of all interested in sound educational thought. It is our determination to continue to fight shams and cramming, advocate the best methods, help teachers who are sincerely asking for light, and keep ourselves in lively sympathy with whatever is good and true.

EDITORIAL CORRESPONDENCE.

THE Connecticut State Teachers' Association is a remarkably good looking and dignified body, as it ought to be, living in a land of "wooden nutmegs" and "steady habits." They seem to a New Yorker and a Westerner to lack warm-heartedness and frank cordiality, but we believe that under the crust of Yankee reserve there beat many warm hearts. They certainly have clear heads. On Friday the large hall of the High School was full to overflowing and all the papers and addresses were up to the high intellectual standard demanded by dwellers in the land of Yale. If they had permitted more interchange of opinion much valuable thought would have been uttered, for rarely have we seen together more good heads and cultured faces; but, we detected among the lady teachers many tired and weary looks. Is it possible Connecticut gives to her fair teachers too much to do? Without an exception the men looked flourishing and, in some instances, fat. The women are good looking, but work too hard.

THE vim and force of New England thought is too much suppressed by false ideas of propriety. Teachers of Connecticut have knowledge and energy enough to move a mighty educational reform. We hope the day is not distant when the pent up forces will find vent. That it is needed is proved by the statement of Mr. Fox, of New Haven, in his paper, in which he said that not more than three or four

schools in the whole State teach Civil Government. It was a remarkable admission.

THE city of Hartford is both old and famous. In it stood until August 31, 1856, the Charter Oak, the story of which is familiar to every school boy; here two hundred and fifty years ago the first American Constitution was framed; here the first Deaf and Dumb Asylum was opened, an institution intimately associated with the name of Gallaudet. Here is probably the best, although not the costliest, High School building on our continent, and in proportion to its population here is the most wealth of any city in the Union. Its name in recent years has become a household word by the many insurance companies that here have their home. In this city is published the oldest paper in the Union, the *Courant*, which, although not the first, has a continuous record that dates back to an earlier period than any other in the country. In the beautiful new State house hangs the old charter granted the colony by Charles II. in the year 1662, and hidden in the old oak tree, October 31, 1687. The massive frame in which the charter is now preserved was made of the wood of this tree.

WE missed the presence of the esteemed former Secretary of the Board of Education, Hon. B. G. Northrop. We understand that he had only just returned from his extensive trip through the West. We wish he could have been present, and told his impressions concerning what he had seen and heard. We met Mr. Parish, for many years the Superintendent of the New Haven Schools, and Charles Northend, of New Britain, the author of "Teacher and Parent." The Hon. Henry Barnard was not in attendance, but we learn that he is in good health.

CONNECTICUT is more closely allied in business to New York than Boston, and we believe the time is not far distant when the sympathies of her teachers will be more towards the West than the East. There are earnest, progressive, wide-awake men and women in her busy cities. We shall have occasion to speak of the work of several of them in future numbers of the JOURNAL. The papers of greatest value to working teachers were: "Teaching Politics in the Public Schools," by Geo. L. Fox, of New Haven, a full report of which we give this week; "The A B C of Number," by Miss E. M. Reed, of the Welch Training School, New Haven, and "Science Conversations in the Lower Schools," by Prof. Arthur B. Morrill, of the S. N. School. Miss Reed's paper was of great value, and we are happy to state that it will be printed in full in our columns. Professor Morrill promises to contribute to the JOURNAL full reports of his work in the Normal School. A capital exercise of a most suggestive character was conducted in elementary arithmetic by Miss Helen F. Page, of the Normal School. There was no theory about it. It was all work. We have full reports of what she did, which we shall print next week. We are certain that our readers will be glad to know what one of the best of Connecticut teachers can do when she is trying to do the very best she can.

THE address of Prof. F. E. Bangs, of New Haven, on "The Relation of Learning to Teaching," contained some of the most convincing arguments in favor of improved methods we have ever heard. It was solid and scathing. It hit right and left. There would have been a warm discussion over it could it have been permitted.

THERE was no exhibit, but we saw a very simple and useful thing which pleased us much. It was exhibited by Geo. G. McLean, of Portland, Conn., costs only ten cents, and is only an elastic band which can be stretched over a slate in an instant and effectually prevent all noise. What a very God-send to the weary nerves of many a teacher who, in his noisy mansion, called to rule, is distracted with the continual clatter of slates.

JEROME ALLEN.

IN the method for multiplication of decimals, in the Oswego article of week before last, the answer and the question: "By dividing 125 by 1,000" and "How divide 125 by 1,000," should have been printed 625 in each.

For the SCHOOL JOURNAL.

NORMAL TEACHING.—VIII.

OSWEGO STATE NORMAL SCHOOL.

BY EDWARD R. SHAW.

PRACTICE SCHOOL.—Lesson in Physiology given to senior grade, pupils 13 to 14 years of age.

Said Miss Walter, the critic teacher, to those who were to teach the senior grade Physiology: "Let your foremost aim be to make the child reverence his body." And it was very plainly to be seen that such a result was being secured.

IN the work that I saw the practice teacher, Mr. Barnes doing, he observed carefully two things: going from the seen to the unseen, and from the simple to the difficult. The order in which the subject is taken up is, in the main, as follows:

SKIN.—Qualities structure, use, care.

MUSCLES.—Qualities, structure, use, care.

BONES.—1. Qualities, hard, smooth, light, porous at ends, knobs at ends, ridges and depressions on the surface.

2. Structure.—(From sawed bone), hard, porous, fine tubes, canal, marrow.

3. Composition.—Bone in dilute acid, bone burned.

4. Skeleton.—Framework and support of body.

5. Parts. { Skull,
Trunk,
Extremities.

6. Joints.—Arms, legs.

7. Joints.—Connections:

ligament—sprain;
cartilage—use;
synovia—use.

Kinds:

movable,
hinge,
ball and socket,
immovable.

8. Care of Bones.—Growth and repair.

Digestive System,
Circulatory System,
Nervous System.

WE give here one of the lessons we listened to. At Oswego they insist upon beginning the lesson with a review of past work or the previous lesson, and also that the pupils' answers shall, in nearly all cases, be full statements.

REVIEW.

Teacher. What did we find on the outside of our bodies?

Pupil. We found skin on the outside of our bodies.

T. What is the main use of the skin?

P. To protect the parts underneath it.

T. What is just underneath the skin?

P. The muscle or lean meat is underneath the skin.

T. What is the use of muscle?

P. The muscle moves the parts of the body.

ADVANCE WORK.

T. What is under the muscle?

P. There is bone under the muscle.

T. How do you know?

THE pupils gave various answers: one said: "I can feel the bone in my fingers and at my elbows." Another, "We can see the bone inside the flesh in beef and pork"; another, "I saw a man who had his finger cut off, and I could see the bone inside the flesh."

AT this point the teacher showed specimen (a dog's leg that had been preserved in alcohol), and located the skin, muscle and bone.

THE teacher then passed specimens of bones to each pupil.

T. What have I given you?

P. A bone.

T. What about the bone?

P. You gave me the bone.

T. Tell me all you can about the bone.

P. This bone is white or pink, and smooth.

T. Make a dent in the bone with your finger-nail.

P. I cannot.

T. Why not?

P. Because it is hard.

T. Hold the bone on the end of one finger, and tell me about its weight.

P. It is light.

T. Examine the end of your bone.

P. It is full of very little holes.

T. What word describes a thing which is full of such little holes?

P. Porous.

T. Shut your eyes and pass your fingers over the whole bone. What did you notice?

T. I noticed a knob on the end of my bone.

P. I found a ridge on the side of my bone.

T. Tell me all you have learned about your bone.

P. It is white, smooth, hard, light, porous at the end, and it has ridges and knobs at the end.

T. Draw on the board one line to represent this face of your bone; this edge; this edge; and this edge.

The pupils passed to the board, and drew quickly and well what they were directed to draw.

And here we may mention that drawing was made, all through the Practice school, to aid in all work. In the plant lessons, leaves, stems, flowers, and separated parts were drawn. In a lesson upon the characteristics of the Indians, we saw a snowshoe, a wigwam, a tomahawk, a canoe, etc., drawn. In arithmetic, in history, in fact in nearly every subject, drawing came in as auxiliary. But turn to the lesson.

T. What kind of lines have you drawn?

P. Curved lines.

T. What kind of faces and edges must your bone have since you draw curved lines to represent them?

P. Curved faces and edges.

T. Why do these bones have curved faces and edges?

Pupil does not know.

T. What is the shape of the top of the doorway down stairs?

P. It is curved.

T. Why was it built with a curve instead of with straight lines?

P. It was built so because it looks better.

T. Yes; it is more beautiful.

T. Why are all the arches in the railroad bridge made with curved instead of straight lines?

P. Because they look better.

Another Pupil. Because they are stronger.

(Teacher illustrated to class by drawing.)

T. Why do we make curved faces?

P. For beauty and strength.

T. Bones are curved for the same reason.

T. (presenting a large bone sawed longitudinally.) Tell me all you can about the substance of which this bone is formed.

P. It is white, hard, and porous, and there is a greasy substance in the middle.

T. This greasy substance is called *marrow* (writing the word upon the board); see if you can tell me why this greasy substance is placed inside of bones, for our next lesson.

T. (presenting two bones.) Describe this.

P. This bone is very limber and tough.

T. Now describe this.

P. This bone is very brittle, and it is stiff.

T. The first bone has been in acid, and the mineral substance has been taken out of it. What is left is called the animal substance, or animal part of the bone. What does the animal substance give to bones?

P. The animal substance gives toughness and limberness to bones.

T. This other bone has been burned and the animal substance has been destroyed; this part is called the mineral substance of bones. What does the mineral substance give to bones.

P. The mineral substance gives hardness and brittleness to bones. Another pupil added stiffness.

T. (presenting skeleton.) What have I?

P. A skeleton or bones.

T. From what animal do you think these bones were taken?

P. From a man.

T. Of what use were these bones to the man?

Pupil does not know.

T. Suppose the bones could be taken out of your body without hurting you, how would it affect you?

P. I could not stand up.

T. Then of what use are the bones of your body to you?

P. The bones hold my body up.

T. Who can tell it another way?

P. The bones support my body.

T. What do you call the part of a building which supports or holds up the rest?

P. The framework.

T. What may we call the bones?

P. The framework of the body.

SUMMARY.

T. Tell me the qualities of bone.

P. Bone is white, hard, porous, light.

T. Describe the inside of the bone you saw.

P. It was hard, white, and full of a greasy substance.

T. Of how many substances is bone composed?

T. Bone is composed of two substances—animal and mineral.

T. What does each give to bone?

P. The animal substance gives toughness and limberness to bone. The mineral substance gives hardness and stiffness to bone.

T. What is the use of bones in the body?

P. Bones support the body; bones are the framework of the body.

This lesson was followed by lessons on the backbone, chest, skull, and then came lessons on the growth and care of the bones.

For the SCHOOL JOURNAL.

THE TRAINING OF THE SENSIBILITIES.

MIND ARTICLE.—NO. VII.

AN EXCEEDINGLY IMPORTANT SUBJECT.

The sensibilities stand in a commanding relation to both the will and the thinking powers. To ignore their importance is to ignore that which has given the best teachers of the world their greatest success. An iceberg has no power to mould child-nature, neither has a blazing pine-knot, or a stubborn mule. A successful teacher must combine clearness and strength with warmth, light, and unyielding determination. Tears alone have no power. They may give evidence of remarkable weakness, and an ignoramus will be kicked out of doors by pupils who have not a particle of sympathy with his misfortunes. They will laugh him to scorn, for unsympathetic and ignorant stubbornness always provokes merriment.

A PERFECT TEACHER.

This mythical personage has equally developed all three qualities, Will, Feeling, Knowledge. Here we represent him:

NO. 1.	WILL.	FEELINGS.	INTELLECT.
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He can't be found except in educational journals. Some teachers, especially those inexperienced, would be represented like this:

NO. 2.	WILL.	FEELINGS.	INTELLECT.
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Great feeling; little intellect and will. Other teachers, especially the old "crammers" and "grinds," are as follows:

NO. 3.	WILL.	INTELLECT.	FEELINGS.
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Great will and knowledge; almost no feeling. With such teachers the "know something" and the "must" are grand educational forces. They would give more for an excellent "recitation" than for all the sentiment in the United States. No. 2 will laugh and cry in the same breath; the will is weak and the examination papers poor. Such teachers marry early and teach small schools at home.

SELF-EXAMINATION.

Draw your diagram carefully and honestly. It will do you good. Make it six inches long, and subdivide it into its proportional parts. The sug-

gestion is an excellent one, and needs no further explanation.

Now we come to the real object of this article—the methods of training the sensibilities so that they may work in harmony with all the other parts of the mind.

IN SOME CASES THEY MUST BE REPRESSED.

Many young children develop in early life great emotional power. They laugh or cry, are very cheerful or despondent, or have an inordinate curiosity and sociability. They cannot say *no*; have no will of their own, and are not content unless they are hanging on the neck of the teacher and assured a hundred times that they are objects of affection. It is not necessary to cause such dear little creatures an instant of pain. Their intellects must be made to grow, and their wills brought into active exercise. They must be put into situations where they obliged to assert themselves. This can be done by means of *motives*. The emotional force must be brought to bear upon the motive forces. A child says: "I love you so much, my dear teacher!"

"Well, my child," will you do something for me that will make me feel very happy?"

"Anything in the world."

"Well, then, if you do this work in arithmetic to-night, I shall be made very happy when I see it to-morrow."

To-morrow comes, and the work has been poorly done. The teacher says: "The work is not well done, and I feel bad about it."

The child bursts out into a passion of tears. The next day greater effort is put forth, and the teacher is made happier; by-and-bye the work is excellently done, and the teacher is rejoiced. But by this time the intellect begins to assert itself, and the emotional nature is less demonstrative.

In like manner the will can be reached through motives of duty, right and wrong. The object of the teacher is to overpower the feelings when they are in excess by developing the will and intellect through motives skillfully applied. In every instance as soon as the will and intellect begin to grow, the emotions will be found to work in harmony with them. This is the education of the feelings.

IN SOME CASES THEY MUST BE CULTIVATED.

This can be done in a hundred different ways. Cheerfulness, joy, wonder, beauty, curiosity, disappointment or disapproval will wake up the feelings of the most unfeeling child. An entire book could be easily written on this subject. Is a boy willful, stubborn, and immovable? Does he delight in causing other children to cry? Is he unmoved by the emotions and desires of his teacher? Get him to laugh at something worth laughing at. Show him by stories the meanness of a low action. Make it appear as mean as possible. Get him to do you a favor—to help you or some one else. Excite feelings of obligation. Go out of your way to help him. It may be necessary to punish him; if so, let it be done, and let him understand the full enormity of his actions, and with a feeling heart punish him thoroughly. If it *must* be done, let it be well done.

AN ANECDOTE OF DANIEL WEBSTER.

The best men have had the deepest feelings. In his manly days, no one was held in higher esteem by the people of this country than Daniel Webster. An incident in his early life forcibly illustrates the true composition of his nature, and shows us how deep his sensibilities were. His father was poor, yet he resolved to send him to college, a dream he had hardly dared to cherish. He says:

"I remember the very hill we were ascending through deep snow, in a New England sleigh, when my father made known this purpose to me. I could not speak. How could he, I thought, with so large a family, and in such narrow circumstances, think of incurring so great an expense for me? A warm glow ran all over me, and I laid my head on my father's shoulder and wept."

This little incident shows how deep were his sensibilities. His strength of intellect and will are universally recognized. Something more must be said on this subject.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

A TALK ON GEOGRAPHY.

By COL. F. W. PARKER, Normal Park, Ill.

Geography as a science was not possible until Humboldt made his discoveries and Ritter his applications. We will accept the common definition of Geography, and say it is a description of the earth's surface.

When I ask you to describe the house in which you live, what is it you see? Its form. Does anything intervene? Do you see the words, the description, definitions, or terms? Think of a familiar landscape. You see the outlines of form, the slopes, the trees and hills. When you attempt to describe anything you are dependent upon the image of the object seen in the mind, only the mental picture can be described; nothing else. Now think of the places visited by Red Riding Hood. Do you not see the real places? Or Robinson Crusoe's island. You see no map of the place, but the hills, and slopes, and sea shore, the bays, the stream and his hut, all seems real to you. But when you think of North America, you see only a map, and not as it should be, an actual reality of structure and form. The object of primary Geography is to build in the mind the picture of the continent; it is mental building.

What Humboldt discovered and Ritter applied was that the continent is the unit, an organism adapted to life.—a beautiful arrangement suited to the life of plants and animals. What is the difference between North America and Africa, so plainly shown in the condition of man, the highest form of animal life in each? It is in the difference of character of the continental organism, and the suitability for the favorable conditions of life.

The character of a continent depends on the slopes and their relative size, positions, and form. Examine the planes beginning at Patagonia. We see one short slope running to westward, and the opposite one toward the east. Do you see where these slopes end? Do you see them stretch away northward, cross the Isthmus of Panama, and on to Alaska, across Kamschatka, and through Asia and Europe, and ending in Spain.

This you see, is the solid organism—the framework of the continent. Now take up the study of the coverings, the flesh or soil, and its conditions and adaptations for the support of life. We pass on to the life blood of the great organism, the system of drainage, water courses and river systems.

I have told you that I believe structure the primary thing to be taught, and the reasons why it is most important have been given. It teaches the stage on which men have acted. How should we proceed? Use sand and mould the forms, and show the elevations, slopes and basins. Don't stay in the sand. It will be a very great injury if too much dependence is placed on its use. Draw maps and teach from them.

I have been asked if I would not begin teaching Geography with the globe. No; I would not. But you may ask, "Is it not best to go from the whole to the part? Yes; but where is the whole from which we must begin? The unit is the continent. It is easier to take this as the unit and begin teaching from it, than a part of the continent, a state, or a country. But should we not begin teaching from the surroundings? Yes; but for what purpose? We teach these to prepare the child's mind to imagine the whole. If he sees the ridge of a hill he can imagine the mountains. When should this preparation begin? Teach from the first, form, color and size. How and where should the beginning be made? Begin out of doors. Go and examine a hill; begin with the summit, the surface, drainage, rocks, etc.; the main thing is the structure. Let the children ask the questions. By all means follow the child, and don't foreordain what he is to do and think. Return to the school-room, and have the child mould the form of the hill in sand. Criticise and have the scholars criticise work done, and then let them invent and make new forms of hills. The oral and written description

must follow. After this, studies of mountains will be desirable. After this study the plains and river basins. These are the units into which the continent is to be divided. Find and trace the watershed, which is a line, not a ridge. Where does it begin and where end? How many slopes? Where will the river be found? Why does it not flow straight? Would it not be better if it did. What difference is there between a river and a canal.

Afterwards teach the coast line. If you begin at the first with the coast, it is by no means likely they will get a true picture of a coast line. Ask what is a coast line. How wide? Why not straight? Why does the land go out into the water and the water into the land? What would be the result of a straight coast line? What effect on the condition of man? In the course I would give the structure, and the moulded and drawn outline should be given, as a means of seeing the structure. Teach drawing. Draw a great deal, for the same purpose as the using of sand, so that the structure may be built in the mind. The mind goes from the imaginative to the real, but it loves the real, and is intensely interested in it.

The study of Geography leads on the one hand to geology and mineralogy; on the other to the study of life in all its forms: botany, zoology, and even to anthropology and anatomy. *It is the very center of the sciences, and the first and most important of them all.*

For the SCHOOL JOURNAL.

SELECT EXTRACTS FOR READING OR RECITATION.

HOPE.

Hope is like the wings of an angel soaring up to heaven, and bearing our prayers to the throne of God.—JEREMY TAYLOR.

Hope can wait;
Forecasting eternity,
She needs no date,
Save opportunity,
Wherein to lay the base
Of solid truth and grace,
And everlasting liberty.

Hope can act;
Her fruitage glorious,
The inspiring fact
Makes one victorious;
And seek with quenchless love
Those things which are above,
With spirit brave and joyous!

—The Watchman.

MERCY.

The heart that is "full of mercy" will not often prompt utterances or performances which interfere with the happiness or the welfare of others, other wise than helpfully. Its possessor will not readily wound the feelings of others by speech or conduct. It cannot be denied that there is a great deal of merciless speaking and acting among those from whom better things might be expected. They are unmerciful who do to others, or speak of others, as they would not have others do to them or speak of them.

The time may be near when we shall not regret that we have been so merciful; but our regretting will rather be that we had not more of what is "full of mercy."

The quality of mercy is not strained;
It droppeth as the gentle dew from heaven
Upon the place beneath. It is twice blessed;
It blesses him that gives, and him that takes.

—Shakespeare.

There's a wideness in God's mercy,
Like the wideness of the sea;
There's a kindness in His justice
Which is more than liberty.
For the love of God is broader
Than the measure of man's mind;
And the heart of the Eternal
Is most wonderfully kind.

MISCELLANEOUS.

To keep a friend is a harder matter than to get a friend.—OVID.

There is not a moment without some duty.—CICERO.

Promises hold men faster than benefits; hope is a cable and gratitude a thread.

To an honest mind the best perquisites of a place are the advantages it gives a man of doing good.—ADDISON.

True bravery is shown by performing without witness what one might be capable of doing before all the world.

Our true knowledge is to know our own ignorance. Our true strength is to know our own weakness. Our true dignity is to confess that we have no dignity, and are nobody and nothing in ourselves, and to cast ourselves down before the dignity of God, under the shadow of whose wings, and in the smile of whose countenance, alone, is any created being safe. Let us cling to our Father in heaven, as a child, walking in the night, clings to his father's hand.—CHARLES KINGSLEY.

Sub-divided in many a class,
Graded well is the mingled mass;
Work for each that each can attain,
Though because 'tis hard we oft complain.
Weary with toiling the page grows dim,
Before tired eyes the hard words swim;
'Tis so hard for us, in our weak unrest,
To feel that the Master's plan is best.

The day is done for the baby,
And in her cradle bed
Now rests on the soft white pillow
The tired golden head.
Not one in the whole home-circle
Can half so weary be,
For who of the busy household
Has worked so hard as she?

"All work and no play makes Jack a dull boy;
All play and no work makes him a mere toy."

The most delicate, the most sensible of all pleasures, consists in promoting the pleasures of others.—LA BRUYERE.

Whate'er our prizes, or how fair our crown,
Or deep our losses, only this is best,—
The soul's great peace. Nor sneer, nor smile, nor frown,
Can shake it from its rest.

Exalt thy calling! On its spotless shield
Write truth, write honor, valor, first and last.
Cravens may clutch thy stars, and thou not yield;
Love them and hold them fast!

To serve thy generation, this thy fate;
"Written in water," swiftly fades thy name;
But he who loves his kind, does first and late,
A work too great for fame.

—MARY CLEMMER.

EXTRACTS FROM EMERSON.

Skepticism is unbelief in cause and effect.
The way to mend the bad world is to create the right world.

Men talk as if victory were something fortunate.
Work is victory.

To make our word or act sublime, we must make it real.

The genius of life is friendly to the noble, and in the dark brings them friends from far.

If there ever was a good man, be certain there was another, and will be more.

How it comes to us in silent hours that truth is our only armor in all passages of life and death!

THE recent observations of Professor Tyndall are interesting in the extreme. On opening the door of his cottage in the Alps on the evening of the 27th of September last, he observed his shadow, thrown by a small lamp on the wall behind, projected on the fog outside, and round his head a luminous circle or halo, without color which proved to be an artificial rainbow. This he succeeded in reproducing by means of a copper boiler, from which steam was let out into the cold air to form a fog, and the light of the lamp behind the head to replace the sun. With an electric light the circular bow was very distinct and showed signs of color, its outer circumference being red and its inner blue. Moreover, the corresponding secondary bow was seen beyond it, with its colors reversed. To those who may wish to make the experiment in an inexpensive way, Dr. Tyndall recommends a spray of spirits of turpentine and petroleum.

HOW TO TEACH GEOGRAPHY.

I.

ORDER OF TOPICS FOR THE STUDY OF THE GRAND DIVISIONS OF THE EARTH.

1. Striking Characteristics.
2. Brief History.
3. Position, etc
4. Surface.
 1. Highlands.
 2. Lowlands.
 3. Profile.
 4. Progressive Map.
5. Drainage.
6. Political Divisions.
7. Natural Divisions.
 1. Border Water.
 2. Projections.
 3. Isthmuses.
8. Climate.
 1. Causes.
 2. Peculiarities.
 3. Healthfulness.
9. Life.
 1. Vegetable.
 2. Animal.
 3. Human.
10. Production.
11. Export.
12. Import.
13. Prominent Cities.
14. Journeys.
15. Comparisons.

II.

OUTLINE FOR THE TEACHING OF NORTH AMERICA BY MEANS OF SAND TABLE, WALL MAP, AND DRAWING, PREPARED BY MISS M. R. WEBSTER

I. POSITION.

Use the globe in gaining the position both in regard to the hemispheres and to the other continents.

II. FORM. (General.)

Let child show the general form into which this continent may be put by tracing upon the map or drawing upon the blackboard. Compare with the shape of the other continents.

III. SIZE

1. Comparative.
2. Absolute.

IV. GENERAL BOUNDARIES.

V. OUTLINE. Coast points, including islands.

Teacher use the moulding-board and wall map.

1 and 2. After moulding the outline, gain the coast points from the chart, according to their dependence, without regard to their order on the map. For example—discuss the waters that nearly surround the peninsula of Florida before describing that peninsula; take up Behring Sea before Behring Strait. Notice any peculiarity, any points that are more dangerous than others.

3. Outline drawn. Teacher draw on blackboard, children follow on slates, using simple construction lines and naming the coast points as they are drawn for a review.

VI. SURFACE.

1. General relief.
 - (a) Atlantic Highlands.
 - (b) Pacific Highlands.
 - (c) Central Plain.
 - (d) Height of Land.
 - (e) Slopes, (N. S. E. and W.)

After moulding the flat outline, build up the general relief as teacher gains it from the child. Have outline map on blackboard and picture the relief.

2. Particular relief. Separate each highland into its mountain system and plateaus. Then separate the systems into their ranges and peaks. Make many comparisons. Be sure children are able to pronounce and write all the names correctly. Give special attention to scenery of noted places, such as Yosemite Valley, etc. Make use of many pictures. Have child draw the profile outline of surface from North to South, and from East to West.

VII. DRAINAGE.

1. Have a talk on the circulation of water from the ocean back to the ocean. Apply their knowledge gained to North America. Work with the moulding board. Gain where the river systems are, and why there. Compare rivers with regard to length and direction, and discuss the belt of lakes in the northern part. Let child reason out many questions.

2. Separate the systems into the rivers of which they are composed. Describe and name the principal

pal rivers and lakes representing them on the moulding and blackboards. Bring out interesting points, such as Yellowstone Park, Niagara Falls, Pictured Rocks at Lake Superior, etc.

VIII. SOIL.

Review surface and drainage. From them gain the general soil. Bring out striking contrasts, such as the barren plateau of Labrador, and the fertile valley of the lower Mississippi.

IX. CLIMATE.

North America may be divided into three belts,

1. Northern,
2. Central,
3. Southern.

Discuss each separately and afterwards make many comparisons, giving reasons. After discussing modifying influence, latitude, elevations, winds, currents, soil, etc., child infer the climate. Bring out especially the climate of California, Labrador, Southern and Gulf States. Work out a condensed tabular view upon the board.

X. PLANTS, ANIMALS, MINERALS, AND MANUFACTURES.

Use the three belts given above. Many of the points may be gained from surface, soil, and climate. Place the names on the blackboard in tabular form. Let child bring in specimens and locate on the moulding.

N. B. It is a good plan to have child write compositions on some of the most interesting productions.

XI. POLITICAL DIVISIONS, PEOPLE.

Take only the large divisions. Make the people of the countries real by drawings on board, pictures, stories, and specimens of articles belonging to them.

XII. CITIES.

Describe, name and locate some of the most important cities. Take imaginary journeys from one city to another, and children tell about the surface, soil, climate, productions, and people of the land through which they pass. Illustrate these journeys by the moulding board. Points of history may be brought in incidentally. Have a complete map of North America drawn for a review.

N. B. These steps may be used also in work with a State or country.

From the Course of Study, New Haven, Conn., MR. SAMUEL T. DUTTON, SUPT.]

PRINT OR SCRIPT FIRST: WHICH?

TWO AUTHORITIES.

SCRIPT.

Col. Parker says: "The arguments in favor of using script alone in the first steps are:

1. It is as easily if not more easily learned than print.
 2. It is made much more easily by the teacher than print.
 3. By copying the written word or sentence the child not only fixes the form of the word in his mind, but makes the word in the same form that he will make it all his life.
 4. By writing, the first step is taken in mastering the second great means of thought expression by language. Each means of thought expression has its peculiar and indispensable influence upon thought evolution. Thus the child in gaining the power of written expression at an early age, gains with it a new power of thinking.
 5. Copying words and sentences is the best, and indeed the only way of beginning to learn spelling.
 6. It fills up a great portion of time with excellent, busy work.
 7. The change from script to print, when some one hundred to two hundred words have been learned can be easily accomplished in one or two days.
- The reasons why print need not be used at first, are:
1. Print is rarely used in practical life in making words.
 2. It does not at first in any way aid learning to read.
 3. Two sets of forms, script and print, are confusing to the child. They take more time.

4. The easy change from script to print renders the early use of the latter totally unnecessary."

PRINT.

President Geo. B. Brown, of the Indiana State Normal School, says:

"Which will call to the teacher's aid most effectually the family and the child's associates? There can be but one answer to these questions. The teacher will find most aid in teaching the child the printed word. The primary readers are filled with printed words. They are also embellished with engravings. Books are in constant use in the home, etc., etc. It would seem therefore that the child should be first taught to make the transition from the spoken word to the printed word. The difficult thing to do is to make this transition from sound to sight forms. It is comparatively easy to make the transition from one sight form to another. Shall we not, then, teach that sight form first which the instruments used and the associations of the child most aid to impress?

After the child has become familiar with printed words, then it is not a difficult task to substitute a script form for a printed form. In this case the transition is from one sight form to another.

Shall they both be taught at the same time?

If the principle of "one thing at a time" holds, then we must answer "No." The child should first compare the sound form with which he is familiar, with one strange sight-form—not with two. Else there will be unnecessary confusion and consequent waste of energy.

After the child has become familiar with the printed form, then he can compare this familiar printed word or letter with the strange script word or letter, and no confusion will attend it. This theory will permit the script form of a word to be taught during the first week of a child's attendance at school, perhaps. It only requires that he shall first become familiar with the printed form."

THE project of a canal across Florida, connecting the Gulf of Mexico with the Atlantic Ocean, is being warmly taken up in America. According to the report of the chief engineer, the total length of the canal will be 139½ English miles. It is proposed to make it wide enough to admit of two steamers passing through abreast. The cost of the work is estimated at \$9,000,000, sterling. When the canal is finished it will diminish the distance between New Orleans and Liverpool and New York 412 miles, effecting an economy of three to seven days in time. This means in large vessels a saving of from £60 to £100 a day in food and wages, in addition to a saving of £100 a day in coal. The Straits of Florida are exceedingly dangerous, and shipwrecks there are very frequent. A further saving will accordingly be made in insurance on vessels, which is estimated at from 1 to 1½ per cent. The most elevated spot through which the Florida canal could be cut is considerably lower than the highest point on the route through which the Suez canal was carried. There are, in fact, no great engineering difficulties in the way.

TACT.—Encourage much and never point out a minor defect to a beginner, who has, perhaps, labored more diligently and anxiously than any of the others in the class to have his maps perfect. The teacher cannot praise the map, but he may, however commend the efforts; and if, in addition to this, he "will notice without seeming to," when mistakes have been made, and will himself draw an outline on the board, making the same mistakes, exaggerating them, and will request the criticism of the class, he will find the very pupils criticising his work, who have made the same mistakes. The teacher should then explain how the map may be made correctly next time; and also call the attention of each one in the class to his own map, to see if he has not made similar errors. The pupil should not be required to tell his failing, for he will see it himself, and it will not be likely to appear on the next map.

Education is the chief defence of nations.—EDMUND BURKE.

TABLE TALK.

HOW I CONDUCT INSTITUTES.—Believing I have hit upon a "good thing" in the way of instituting, I will briefly detail my method.

If practical, I get the names of the teachers in the county beforehand, having their standing indicated by the county superintendent on a scale of 5; 1 denoting best; 2, second best, and so on.

As soon as possible then I prepare a program and assign to these teachers duties, such as addresses, essays, discussions, etc., to the number of three or four for each day. Then the rest of the time I set apart to myself and any outsiders who may be present. My duties are mainly in the way of lectures on the various legal branches, endeavoring to deliver one exhaustive lecture on each branch, each lecture followed by a discussion. I also present, by lecture, the prominent matters of school management, as The Program, Punishment, "What teachers should read," Classification, Discipline, Order, Morals, Higher Qualifications, etc. I find my work more fruitful of good results when it consists of lectures, than when I outline a subject on the blackboard and take the unstudied opinions of teachers and "gassy" visitors.

At the beginning I deliver an "introductory" and at the end a "closing" lecture.

At night I deliver a popular lecture, endeavoring to get the parents to be present. On such occasions I discuss subjects that concern the citizen.

At the close of each day we usually have a query-box and a critic's report, in both of which exercises the teachers participate with considerable interest.

I can say, without undue boasting, that I have never held an institute that was considered dull—have never had teachers "move to adjourn" before the expiration of the time, and in one instance have had them move to continue a week longer; and on one occasion they actually arranged for two weeks instead of one the following year. These institutes have been the direct cause of erecting several new school-houses, and have set more than a hundred teachers to reading educational books and school journals.

We know Mr. Smith has had excellent success in Institute work; for this reason we call the attention of our readers to what he does. We want to know what is done in various parts of our country, and it is by just such communications as this we can find out.

WALTER J. SMITH.

Owenton, Owen Co. Ky.

Having received the JOURNAL, and read it carefully. I feel like exclaiming: "Here, at last, is a fountain of educational truth!" How I wish every teacher in our beautiful young State could be induced to read the JOURNAL and practice more of its excellent teachings. Education is progressing. Every element of thought is fast being changed into an engine of progress. Emblazoned upon every pedestal of learning we find deeper, fuller, freer education. The taxidermist is giving way to the teacher. The idea that we can force brains to grow will soon be past, and the knowledge that they can be cultivated, and grow in loveliness and beauty of their own free will, is illuminating and vitalizing the best schools of our country. The JOURNAL, more than any other paper in the United States, is spreading the good work. Not because it calls it the "New Education," but because its methods are common-sense and true to nature. There is nothing in the name. In fact, like "Greenback Party," I think the name is unfortunate; but when I look at its great object, to crystallize all methods into truthful, natural, effective teaching, I cannot help saying, let it come, no matter by what name.

L. D. LAVIDSON.

Principal Stromburg, Neb., City Schools.

"We have twelve schools in our borough, with eleven female teachers and one male. We have three school buildings, one in each ward of the town.

I have felt for several years that in educational matters we are behind the army of advancing schools. We have very little supervision, but at the time for promotion we have examination in abundance. Each teacher is principal of her own school, but no principal over all the schools.

In order to bring the teachers and directors together for the purpose of discussing matters wherein the schools of the town might be improved, we have formed a Teachers' Association, which has been attended by half of the teachers and an occasional director. We have been aided by our county superintendent and a popular institute instructor, but have not been able to arouse those teachers who never attend educational

meetings and county institutes only because they must. The old education being largely in the ascendancy in our School Board, we can expect to receive little assistance from that source. We have become somewhat disheartened, and would ask aid from the SCHOOL JOURNAL, with the hope that it will direct us in some successful course in arousing our teachers and directors from this educational lethargy, for our own efforts have seemingly been fruitless."

"S."

DIFFICULTIES OF THE TEACHER.—I notice in your edition of the 27th the assertion that "The difficulties of the teacher outside of the school-room are many and varied." I have seen such assertions made before, and I must confess I should like to have an explanation. Are we to suppose that a teacher has no prerogatives which are bound to be respected? I am a teacher of some experience and hold the profession to be second to none. I do not believe that difficulties exist in this profession in any greater degree than in any other. If they do I have not yet discovered them. It is well known that to be a successful professional man, a gentlemanly, pleasant bearing is essential. And while endeavoring to please, it is not necessary to forfeit either independence of thought or action. If it is done, it soon becomes a matter of course—a thing to be expected. And I claim that where these difficulties exist, it is the fault of the teacher. If, as all live teachers claim, our profession is second to none, why should we not, after the duties of the day are over, allow ourselves the same relaxation as the other professions? Are we to be a distinct class? Must we feel restraint on account of our occupation? To be sure, unseemly actions are out of place. But so they are in any gentleman, and teachers are or should be gentlemen. Teachers may depend that if they do not assert their individuality they cannot expect to be regarded in the same light as other professional men. Let us hear no more of this nonsense concerning the difficulties, socially, of the teacher's life, at least until they can be more satisfactorily demonstrated. If they exist, would some one inform us how and why?

The following is like many letters received, and serves to show what the JOURNAL is doing towards educating the teachers of the country:

"I am in charge of a small graded school here, am a disciple of the 'New Education,' as I understand it, and want all the light I can get. I have simply a 'picked-up' education. The only school I have attended since the age of fourteen being my books, teachers' gatherings, and your publications. However, by these means I have been able to 'pass,' and, what is better, to please some schools."

S."

The following is from Florida. It speaks for itself.

"When I came to my Southern home I expected to teach no more, but find a young orange grove such a greedy fellow, that it is work for him or he will starve on your hands; work for him, and he will feed you in your old age. So the present finds me teaching with all the interest of old, but with many drawbacks, viz.: grades from the alphabet to the high school, no wall maps, no globes, high seats, no blinds, a shining black board called a blackboard. But every child studies well, obedience is the general rule, and all seem to put faith in teacher."

R."

A good daily paper deals with life, but forsakes the old traditions of news. It is always pure. While it carries the news of the world, an impure word or a phrase of double meaning is never admitted to its columns. It deals with love elopements, divorces, or whatever else makes up the history of the day, but nothing is printed that a young girl might not read in a miscellaneous company. The tone of the paper is not only pure, but is rigidly orthodox and conservative. It holds religious beliefs, and admits nothing that conflicts with them. It appeals to the intelligent, conservative, Christian family. It interests good people, pure minded women as well as worldlier men. Therefore, instead of being abusive, stilted, and purient, it is genial, sympathetic, and cleanly. It satirizes gently, but protests frankly, is never malicious, brutal, or ill-natured.

I want to bid you God speed in trying to interest the teachers of the country in the "New Education." and the sooner the teachers realize the fact that it has come to stay, and the law of the "survival of the fittest" will apply equally to teachers in their work, just so soon will our schools begin to improve and the teacher's work rise to the dignity of a profession.

CHAS. C. ROBERTS.

Babylon, L. I.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.
6. Hereafter all questions that may be answered by reference to the ordinary text books, and puzzles involving no important principles, owing to the limited space in a single issue, will be excluded from this column.

Please publish in next week's JOURNAL an answer and explanation of the following:

Does $9 \times 4 + 2 = 38$ or 54? Why?

" $9 + 2 \times 6 = 66$ or 108? "

" $12 + 2 \times 3 = 18$ or 2? "

What is the value of $4 \times 6 + 6 \times 2 + 3 \times 3 - 4$?

Have the following expressions the same value? If not, why?

Multiply $75 + 8 \times (25 + 38)$ by $(89 - 72) \times 7 - 100$.

$75 + 8 \times (25 + 38) \times (89 - 72) \times 7 - 100$.

$75 + 8 \times (25 + 38) \times (89 - 72) \times 7 - 100$.

A complete explanation of the above in next week's SCHOOL JOURNAL will oblige

A CONSTANT READER AND SUBSCRIBER.

[Every science has its own specific language. To be able to teach any science the language of that science must be thoroughly studied and perfectly mastered. The language of mathematics is both verbal and symbolic. The operation finding the sum of 4 numbers, each equal to 9, is symbolized by the expression $9 \times 4 = 36$. This symbolic language, translated into verbal language, reads, nine multiplied by four is equal to thirty-six. In using symbolic language, we must consider not only the meaning of the symbol, but also the extent of its influence. In the expression, $9 \times 4 = 36$, the symbol indicates that 9 is to be multiplied by 4, but the quantity to be considered is 36, not 9 nor 4. The numbers 9 and 4 are simply component parts of the quantity. If we add 2 to the quantity and symbolize it, we have $36 + 2 = 38$. Using the factors of 36 and symbolizing the expression, we have $9 \times 4 + 2 = 38$. The quantities to be considered are simply 36 and 2. If we transpose the terms and write $2 + 9 \times 4$, the result is the same. We simply add 36 to 2.

$9 \times 4 + 2 = 38$

$9 + 2 \times 6 = 21$

$12 + 2 \times 3 = 2$

$4 \times 6 + 6 \times 2 + 3 \times 3 - 4 = 21\frac{1}{2}$

"Multiply $75 + 8 \times (25 + 38)$ by $(89 - 72) \times 7 - 100$."

"and $75 + 8 \times (25 + 38) \times (89 - 72) \times 7 - 100$."

are equivalent expressions and have the same value.

The vinculum is not necessary; 8 is a coefficient of $(25 + 38)$ with or without the vinculum. In the expression $(89 - 72) \times 7$, the sign of multiplication indicates that $(89 - 72)$ or 17 is to be multiplied by 7. Hence the vinculum is superfluous. The parenthesis shows that the difference between 89 and 72 is to be multiplied by 7.

In the expression $4 \times 6 + 6 \times 2 + 3 \times 3 - 4 = 21\frac{1}{2}$, it would prevent confusion by using the sign of aggregation in the second term, over both dividend and division, thus:

$4 \times 6 + \overline{6 \times 2} + 3 \times 3 - 4 = 21\frac{1}{2}$.

MENSURA.]

(1) On which bank of a river running south will the floating debris be more likely to accumulate? (2) Why are ships becalmed at sea, often floated by strong currents into dangerous localities, without the knowledge of the crew? (3) Why is a gun firing blank cartridges more quickly heated than one firing balls? (4) If a ball be dropped from a high tower it will strike the ground a little east of the vertical line. Why is this? (5) In what line does a stone fall from the mast-head of a vessel in motion? 6. Suppose a string fastened at one end will just support a weight of 25 lbs. at the other. Unfasten it, and let two persons pull upon it in opposite directions. How much can each one pull without breaking it?

H. C. F.

[(1) If the revolution of the earth causes the water in a river flowing south (on account of the freedom of the motion of its particles) to be heaped upon its right (west) bank, there, doubtless, will the debris accumulate in greater quantity. But we very much doubt whether any difference is noticed, or noticeable, from this cause in any river. (2) If the sky is such that no observation from the heavens can be taken, and the currents are unnoticeable, it is easy to see why the captain may be mistaken in, or ignorant of his location. (3) If such be the case, it may result from the longer period of time that the exploded charge is in the barrel (4 and 5). The latest authority we have gives the following: "A body dropped from a point above the surface of the earth always falls in a straight line, which is *directed* toward the centre of the earth." If any body meets resistance (as air, when a ship is *in motion*), it will take the direction of the resultant of the forces acting upon it. (6) Clearly all the string will hold when in a vertical position.—C. J.]

What is wrong in these sentences, and why? (1) Passengers are forbidden standing on the platform. (2) There is no doubt of him intending to return.

Ark.

JOHN WATSON.

[(1) This is correct as it stands. It would also be correct, and, we think, preferable, to say "to stand," instead of "standing." The participle in *ing* is frequently equivalent to the infinitive, though the latter may, at

times, be preferable as to form and elegance. (2) This should be, "There is no doubt of his intending to return." As given, it is exactly parallel with an idiom in the Latin and the Greek language, but is condemned by grammarians as "less precise and less consonant with the genius of our language," and the reason seems to be this, viz.: As it is given, "him" is the principal word (or basis) of the phrase, and the rest is adjunctive, which is the opposite of the sense intended, the base of the phrase, in sense, being evidently the *intention* (expressed partially) to return, and this should be the basis, and the other words adjunctive.—C. J.]

Please give the proper analysis of the following example: The two hands of a clock are together at 12 o'clock. When will they be next together?

MRS. MARY EGBERT.
[Suppose (for the sake of greater clearness in reasoning) the hour hand to be at 11, and the minute hand at 12. In just one hour, or at 12, they will be together. Now the minute hand has, in one hour, gained 55 minute spaces. But when they are both at twelve, in order to be together, the minute hand has 60 spaces to gain. But the ratio of gain is constant. Hence to find the time when they will be together, we have the following proportion, viz.: As 55 minute spaces are to 60 minute spaces, so is one hour (the time required to gain 55 minute spaces) to one hour and one-eleventh of an hour—the time required to gain 60 minute spaces.—C. J.]

(1) What is the present ratio of representation in the House of Representatives? Townsend's "Civil Government" says 151,911. Michigan Red Book says 134,000. The former used as a divisor gives the proper number (325), when the total population is the dividend. (2) What dates are most authentic for the first settlements of the original 13 colonies. Histories differ widely. Please publish a list if you can. F. D. S.
[(1) Townsend's "Civil Government" is right. The Michigan Red Book was right before 1883. After every census the ratio is increased and the members of the House are reapportioned among the several States by direct act of Congress. See U. S. Statutes at Large. This is an interesting subject. Trace it from Washington's administration down.—H.
(2) The dates in Bancroft's History are as nearly correct as any. See answer to similar question in a previous number of the JOURNAL.—A.]

I offer the following good-night song which I frequently use in my school, to the readers of the JOURNAL:

"Again the parting hour has come,
Again we think of home, sweet home;
As fades the day-star in the west,
So lay we by our books to rest.
Cho. Good night! Good night!
We leave our joys to memory bright.
Sweet slumber soon shall o'er us fall,
Good night! Good night!
Good night to all.

A. E. L.

(1) How is the sound of a vowel standing alone in a syllable, to be determined? (2) And how is the sound of any vowel unmarked to be known? (3) Please give name and price of a good manual on teaching penmanship, and of conducting a class in the same in school.

H. S.
[(1) Consult a dictionary. Diacritical marks show the established pronunciation. (2) The introduction to your dictionary will explain how the author intends unmarked vowels to be sounded. If it does not, cast it aside and get a better. (3) "Theory of Spencerian Penmanship," paper 18c., boards 29c., Ivison, Blakeman, Taylor & Co., 8th and Broadway, N. Y.; "Penman's Art Journal and Teacher's Guide," 305 Broadway, \$1 per year.—H.]

Why do the authors of school histories differ so widely in regard to the dates of the first colonial settlements? My class are studying as great a variety of text-books as they can procure, and have noticed that no two authors agree. What work is most nearly accurate?

F. D. S.
[The early authorities were so careless in giving dates that our best historians have found much trouble in finding the correct ones. Bancroft's dates are as nearly accurate as any. He has given 50 years hard study to the subject of American history.—Eds.]

How many Presidential candidates are there?
[Four: James G. Blaine, the candidate of the R. publican; Grover Cleveland, of the Democrat; Ex-Gov. St. John, of the Prohibition party; Benj. F. Butler, nominated by the Anti Monopolists, and Miss Belva Lockwood, nominated by the California Woman's Rights Association.—Ed.]

Where can I gain information concerning the Correspondence University mentioned in a recent number of the SCHOOL JOURNAL?
L. M. I.
[Write to Prof. Lucian A. Waite, Cornell University, Ithaca, N. Y.—Eds.]

(1) Was U. S. Grant named Hiram Simpson? If so, when did he change his name to Ulysses? (2) How many Representatives in our Congress at Washington?

A. T.
[(1) His name was originally Hiram Ulysses, but his appointment to West Point was blunderingly made out to Ulysses S. Grant, and so it had to remain. (2) 369.—B.]

What is the plural of cheese?
[Cheese.—Eds.]

A. S.

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.
Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.
EDITORS.

CONNECTICUT STATE TEACHERS' ASSOCIATION.

On Wednesday evening, Oct. 23d, William A. Morey, Ph.D., of Boston, delivered an interesting address on "The Great Northwest." The first paper on Friday morning was by Mr. George L. Fox, of New Haven, on "Teaching Politics in the Public Schools." Among other good things, he said that brave and upright citizenship must be opposed to corruption and selfish greed. Since the State gives the responsibility of citizenship she ought to give the best means of training for its duties.

Oral instruction can be successfully given in this branch by (1) Talks in a familiar manner; (2) Declaring and arranging the details of an election; (all the officers can be appointed and each taught to do his duty.) (3) Governments organized—City, Town, County, State, with all the officers, each required to do the work of the office properly.

Combine civil government with history. Many topics can be chosen, as "The Causes of the Revolutionary War," "The Story of the Charter Oak." Always begin with the government that most closely affects us, as The Raising a Tax and the Building of Bridges, The Construction of Roads, The Appointments and Duties of the Police. Object lessons are important, as bringing into the school-room the Registry List, Official Documents, Proclamation of the Governor or President. Playing government is a fascinating and useful game.

Girls should not be denied instruction in this subject, at least boys must study it, and girls may.

Discussions are very useful—such questions as "Should a man be allowed to vote if he cannot read?" ought to be discussed. The following valuable list of TEXT-BOOKS FOR USE IN SCHOOL have been compiled by Mr. Fox, and will serve as an excellent guide to teachers in selecting the best aids on this subject.

It is doubtful whether it is wise for children under twelve years of age to study the subject at all. For examples of books written for the instruction of young scholars, see Abbott's "The Traveling Law School," D. Lothrop & Co., \$1.00. Of books for older scholars, Townsend's "Analysis of Civil Government," Ivison, Blakeman, Taylor & Co., \$1.25 (shorter course, 83 cents); Alden's "Science of Government," and Andrews' "Manual of the Constitution," Van Antwerp, Bragg & Co., \$1.17, describe chiefly the government of the United States. The latter book is one of the most valuable of the smaller manuals on the United States Constitution. Martin's "Civil Government," A. S. Barnes & Co., 90 cents, and Young's "Constitutional Class Book," Clark & Maynard, \$1.30, describe also the State and local governments. Macy's "Civil Government in Iowa," S. A. Cravath, Grinnell, Iowa, 40 cents, and Northam's "Civil Government in New York," C. W. Bardeen & Co., 50 cents, are manuals prepared for use in the respective States. Political ethics and the duties of citizenship are more particularly treated in Nordhoff's "Politics for Young Americans," Harper & Bros., cloth, 75 cents; paper, 40 cents; Dole's "The Citizen and Neighbor," Unitarian S. S. Society, Boston, Mass., and Hopkins' "Manual of American Ideas," San Francisco, \$2.25.

In connection with this paper we present the following TOPICAL OUTLINE FOR TEACHING CIVIL GOVERNMENT, by Geo. H. Martin, Agent of the Mass. State Board of Education.

I. FACTS.	1. Of local government,	a. What officers chosen.
	2. Of State government,	b. By whom chosen.
	3. Of Nat'l government,	c. When and how chosen.
II. PRINCIPLES.	1. Of local government,	d. For what chosen.
	2. Of State government,	e. Same topics.
	3. Of Nat'l government,	f. Same topics.
III. CAUSES.	1. Of local government,	a. Public convenience and welfare.
	2. Of State government,	b. Public will.
	3. Of Nat'l government,	c. Nature of office-holding.
IV. DEPARTMENTS.	1. Of local government,	d. Duties of citizens.
	2. Of State government,	e. Duties of citizens to pay taxes.
	3. Of Nat'l government,	f. Public property.
V. LEGISLATIVE DEPARTMENT.	1. Of local government,	a. Necessity for laws.
	2. Of State government,	b. Natural rights.
	3. Of Nat'l government,	c. Objects of laws.
VI. JUDICIAL DEPARTMENT.	1. Of local government,	d. Duties of citizens—to respect and obey.
	2. Of State government,	e. Nature of representation.
	3. Of Nat'l government,	f. Penalties.
VII. EXECUTIVE DEPARTMENT.	1. Of local government,	a. Justice, free, speedy, impartial.
	2. Of State government,	b. Local administration.
	3. Of Nat'l government,	c. Preemption of innocence.
VIII. THE CONSTITUTION.	1. Of local government,	d. Duties of witnesses and court officers.
	2. Of State government,	e. Execution, prompt, vigorous, impartial.
	3. Of Nat'l government,	f. Dangers to liberty.
IX. CAUSES.	1. Immediate—American history	a. Safeguards of liberty.
	2. Mediate—English history.	
	3. Remote—Comparative history.	

This outline has been printed by Mr. Fox, for use in his school. We copy it from a slip published by him.

After a brief discussion, Miss E. M. Reed, of the Welch Training School, New Haven, read an excellent paper on "The A. B. C. of Number," which we will not attempt to report, since we expect to print it entire in our columns.

On Friday, P. M., Prof. A. B. Morrill, of the State Normal School, read a suggestive paper on "Science in the Lower Schools." As he has promised to present this subject in our columns, we pass by his remarks, simply saying that they were suggestive and educational. Prof. E. H. Russell, of the Normal School, Worcester, Mass., delivered an address on "Reading—How to be Taught." He said Reading in the abstract does not exist. It cannot be taught. The process by which children learn to read is patient, continuous, and slow. Reading is something that goes on as long as intelligence goes on, but by most it is considered as a combination of pronunciation, stress, and pauses. We read to get the meaning out of the printed page; in this respect it is much neglected. Think how much children read. It vastly exceeds the teacher's knowledge, and in ordinary cases they read much more than teachers themselves. But what is it they read? This ought to be known.

Reading is the great branch of school work, for if a child

is not taught to read he is taught nothing. Generally pupils dislike the reading they hear in the school-room. There is too much sameness about it. Off-hand reading is encouraged in many schools. The selections are made and the book handed to the pupils the moment they are expected to read. This is not to be generally commended. A young person should be encouraged to read something he can read and wants to read.

There is a kind of reading that may be called listening. It is the power of hearing, reading, and understanding. To listen well is an important ability. Watch the hearers, not the reader. See that each pupil willingly gives attention. To be required to read the same thing over and over again is dispiriting. Who among older persons reads the same book twice? Why should children be required to? Interest must be secured at any cost. Matter for children to read must be interesting to them. This must be repeated over and over again. In order to give attention there must be something to give attention to. Variety, interest, valuable selections are above all price to the reading class.

Prof. C. F. Winchester, of the Wesleyan University, Middletown, delivered an address on the "Old Ludlow Castle, England," with its many associations. It was a rare collection of word pictures.

In the evening of Friday the Rev. Dr. Barbour of Yale College, delivered an address on "What we Owe to our Profession." He made the following points: (1) That we owe something to it on the score of debt; (2) on the score of duty, as those enabled by it to do better than we had been done by; (3) as those able to do what cannot be classified, we owe to our profession our best personal efforts in behalf of every interest that it can reach. Maintaining that by the terms of the moral law we must love "God with all our mind." The address closed with an appeal to all present to fall in with that law for human good.

On Saturday morning Principal F. E. Bangs, of New Haven, read a paper on "The Relation of Learning to Teaching," and Miss Helen F. Page, of the Normal School, conducted a class exercise in Arithmetic, a full outline of which, with a description of its excellent points, we shall present next week.

Prof. Bangs' address was full of thoughts, most suggestive in their character, which we are sorry we are not able to present. We shall have occasion to quote many of its paragraphs. Its whole tone was mainly scholarly and inspiring, showing that the best education should be sought by those who desire to succeed in their work of instruction.

At the close of Mr. Bangs' address Supt. Dutton, of New Haven, recommended Brownings' Theories of Education, and Thring's Theory and Practice of Education. He said that the professional teacher must see some educational value in everything.

Mr. Beach objected to some of Mr. Bangs' statements. He favored the old methods, the old marking system, and the old teaching of Yale and other colleges. These old systems have trained many noble men in the past, why should they not in the future?

Principal Carroll, of the Normal School, recommended Fitch's and Payne's Lectures. We suggest that it would do Conn. teachers a vast amount of good to follow the example of some of the Western States and adopt Parker's Talks on Teaching. Mr. Barrows defended the paper. After this, with the transaction of necessary business, the sessions of the thirty-eighth annual meeting of the Connecticut State Teachers' Association came to an end.

CONNECTICUT.—The attendance at the Annual State Teachers' Convention at Hartford on the 23d, 24th, and 25th was unusually large, being on the 24th twice as large as any number in attendance before for years. President James D. Whitmore, of the New Haven high school, presided. The paper on "Teaching Numbers in the Primary Grades" by Miss E. M. Reed, of the New Haven Training School, was ordered printed for distribution. The lecture by Prof. Wm. A. Mowry on the "Great Northwest" was very interesting. "An Old Castle" by Prof. Winchester, of Wesleyan, will be pleasantly remembered by all who were so fortunate as to hear it. The Friday evening address was by Prof. Wm. M. Barbour, of Yale, Prof. Morrill, of the State Normal School, read an excellent paper on Teaching of Elementary Science. The elegant building of the Hartford High School is admirably adapted to the holding of such meetings, though the hall could not seat so large an audience as was present Friday. The fact that many teach a scheme for teaching geography ann history in all grades of the grammar schools has been prepared by Supt. S. T. Dutton, of New Haven, and placed in the hands of every teacher in the city. The scheme is not compulsory, but is to be used according to the judgment of teachers; and the results are to be carefully observed and the plan carried on to perfection in process of time. A. B. FIFIELD.

INDIANA.—Raccoon Township Institute was held at Rough and Ready, Oct. 4th. A discussion of school organization, led by Mabel Pickard, turned upon the question of grading, and several practical illustrations were given of the difficulties and their remedies. A paper on graduation, by Levi Nevins, discussed the question of grading in the country schools and incidentally in the city schools. In a paper on "Township Institutes," Alice Hadley said that teaching is a profession, and therefore involves the discussion of professional matters; that this is in the main the sphere of the Township Institute; that academic instruction should hold only a subordinate place in its program of exercises. "Daily Preparation" was presented by Henrietta Albright, and "Normal Schools," by Eva Adams—both well developed. John Heavy discussed the relation of geography to history. Mr. Heavy was appointed manager of the local Reading Circle, and reported that every teacher had subscribed for the necessary books and will take the course. The next Institute will be held at Catlin.

—W. T. Lucas writes that they are adding a reading-room to their school at Patoka.

MINNESOTA.—About thirty institutes have been held in Minnesota during the fall, under the direction of the Institute Conductors of the normal schools, namely, Thos. Kirk, of Winona, J. T. McCleary, of Mankato, and C. W. G. Hyde, of St. Cloud. Among those held recently were the following: Long Prairie, Sept. 22d, Profs. Kirk and Hyde instructors; Hawley, Sept. 29th; attendance, 29; Profs. Hyde and Kirk instructors. Pipestone, Oct. 6th; attendance, 42; Profs. Kirk and Hyde, instructors. Brown's Valley, Oct. 13th; attendance, 36; conductor, Prof. Hyde; assistant, Prof. J. J. Sharp, of Pa. Warren, Oct. 20th; attendance, 13; instructors, Prof. Hyde and Supt. Geo. F. Cowing, of Otter Tail Co. During the session of the last-named, Prof. Hyde delivered a lecture on the "Causes and the Crisis of the Civil War," which was very enjoyable as well as instructive. His description of some of the battles was particularly fine. Many of these institutes were held in frontier counties, and have been characterized by increased

numbers and genuine enthusiasm. A great awakening is in progress on the subject of educational literature, and teachers are supplying themselves with works of the best authors who have written on the subject of education. Teachers are learning to conform to *principles* rather than to mere methods, and, take it all in all, the educational outlook in Minnesota is very encouraging.

N. Y. STATE.—Prof. S. J. Pardee, who has for the last two years been principal of the Niagara Falls high school, lately resigned his position, and has become a canvasser for Blaine's "Twenty Years of Congress." Prof. Brenman, of Buffalo, now fills the position. The teachers' association of the county was held Oct. 6th at Suspension Bridge. There was a large attendance of teachers, and much interest shown. The association has adopted a system for a "graded course of study" in the district schools, which promises to work admirably. This system was ably discussed by the teachers. On Prof. S. J. Pardee's retiring from the office of president of the association, Prof. A. H. Burdick was elected to fill the position. The next meeting of the association will be held at Lockport. The teachers of the town of Wilson have organized a teachers' club, which meets once in two weeks for the purpose of discussing subjects relating to their school work. They find them invaluable helps in their teaching. The JOURNAL is constantly used as a reference at these meetings. W. L. CASE, Wilson, N. Y.

NEBRASKA.—Columbus has just finished a \$13,000 school-house. Grand Island closed the South-side school on the 5th inst., to prevent the spread of typhoid fever. Nebraska will be represented at the World's Exposition in New Orleans. State Supt. Jones has issued a circular, calling upon the school men of the State to make active preparation for an exhibit. Principal Dusenberry, of Wahoo, has to deal with overcrowded schools. A new building, of nine rooms, nearly ready for occupancy, will afford him the relief for which he has patiently waited. The overflow of the North Bend schools is assembled for the present in one of the churches. Principal Kellar, of Hooper, reports a prosperous beginning of the school year. Dr. Northrop delivered an excellent address before the pupils of the Fremont High School. All were delighted. The Fremont Normal School opened on Oct. 21st. It will be in charge of Prof. W. P. Jones, lately of Chicago. It is hoped that it will result in much good to the educational interests of Nebraska. The schools of Omaha employ special teachers in the subjects, writing, drawing, and music. Under the management of Supt. James, the schools of that city are steadily improving.

OHIO.—Manual training is to be introduced in the Toledo High School. A Chinese girl, Hu King Eng, is studying the English branches at the Ohio Wesleyan University. She intends to become a doctor for the sake of the women of her own country.

PENNSYLVANIA.—Samuel Grandin, the silver-haired veteran of Tidoute, has just made a munificent donation to the school district of Tidoute. The enlargement and improvements in the school building necessitated the issuance of \$5,000 in bonds. Mr. Grandin, with a desire to show his interest in schools and the cause of education, generously took up and cancelled the bonds. This leaves the district free from debt. They now have one of the best arranged, ventilated and warmed school buildings in Western Pennsylvania, as well as the best library and apparatus. Tidoute is indeed more fortunate than her sister towns in thus having citizens who take such an interest and who are willing to devote their means to the welfare of the children and the cause of education. The School Board passed the following resolution: "We believe our schools are worthy of high commendation, and are proving and will continue to prove, of inestimable value to our youth. The seed thus sown will ripen in most abundant harvests, when we now on the stage have passed along. The generous encouragement and liberal support of our people generally have made possible the success heretofore achieved. This act of our venerable friend and citizen, Samuel Grandin, Esq., leaves clear our road for further progress."

Mr. J. D. Meese, of Myersville, opened a select school at that place, Oct. 14th. The object, not opposition to the work of the public schools, but to accommodate those parents who desire their children to take a course looking towards a thorough academic training; those who may prefer individual to class instruction, and to lay the foundations, if possible, of a permanent preparatory school.

WASHINGTON, D. C.—The Corcoran School of Science and Art of the Columbian University has just been opened in Washington.

FOREIGN.

CANADA.—The Council of University College have formally resolved to admit women to the lectures of that institution. This action was taken in accordance with the emphatically expressed will of the Legislature. And Harvard is still in the rear!

Belgium is waking up. Ever since the sixteenth century an apathy has settled over this country that was the direct result of the fearful massacres at that time. The entire population is, and has been, Roman Catholic, and the priests have had the entire control of the education of the children. Now the people have commenced to assert themselves. For four years the effort has been to re-establish unsectarian schools. These have been bitterly opposed by the priests and nuns, so we see the old conflicts returning, not as formerly, to submit to the personal dictation of ecclesiastical authority, but to be decided by the voice of the people, the friends of progress, and the advocates of universal education. The two parties are just now so evenly balanced that a few votes decided the recent election. It is in Belgium as it is and has been in every civilized country on the face of the earth—the free, unsectarian public school for all, or the ecclesiastical school for the few. In view of the force of advancing knowledge it is not difficult to tell on which side victory will be declared.

JAPAN.—While education is compulsory, there is a definite and recognized margin allowed for good and sufficient excuse. For example, home duties, as in the case of parents who are ill and require help or attendance, seem considered to have a prior claim even to the study of singing and gymnastics—the latter branch appearing to be placed on a level with mental exercise in Japan. Apart from morals, gymnastics, the three Rs, and domestic economy for girls, there is a systematic want of uniformity. Each syllabus is drawn up by the local authorities within certain wide limits, and then has to receive the approval of the Minister of Education after careful examination.

ENGLAND.—Agricultural science classes are to be held in different parts of London during the coming winter.

EDUCATIONAL MISCELLANY.

SCHOOL EXERCISE.—SEEDS.

BY DR. L'ROY BATES, AVON, ILLINOIS.

Invitation by Card, sent to all the patrons:

Dr. L' Roy Bates and the pupils of the Avon High School would be pleased to see you at their school room, on Tuesday, Sep. 30, 1884, at 2 p. m.

SUBJECT: SEEDS.

The school-room should receive some decoration. A table ought to be prepared to receive the objects donated to the school museum, especially common seeds. These should all be numbered and described with correct botanical names, together with the common name. The pupils should also be previously numbered, and, as the little lady who conducts the exercises calls each number, the corresponding pupil comes forward and answers her question.

PROGRAM.

Leader, What have you? (After calling Number one.)

No. 1. Ambrosia, which means the food of the gods. It is the seed of a common weed that is very greedily eaten by horses, and consequently is called horse-weed.

L. What do you bring?

No. 2. Seeds from the burdock burrs that children gather to make baskets of sometimes.

L. What do you present?

No. 3. Touch-me-not, a beautiful garden flower, which came originally from the East Indies.

Recitation, "Autumn," by No. 3.

L. What have you brought?

No. 4. The radish, a plant that came to us from China.

L. What have we here?

No. 5. The Pear. Its home and that of the apple is Europe; but the ancients cultivated the pear much more extensively than the apple.

L. What is this?

No. 6. The fruit of the apple-tree.

Recitation, "The apple-tree," by No. 6.

Music.—By two of the pupils.

L. What is your gift?

No. 7. The cabbage. Its native place is the rocky shores and cliffs of Europe. In its wild state it does not grow to a head.

L. What do you give?

No. 8. The cucumber. It was brought to England from Asia about 300 years ago.

L. What do you offer?

No. 9. Wheat and rye.

Essay "Wheat," by No. 9.

L. What are these?

No. 10. These are varieties of corn, one of the few food plants that America has given to the world.

Music.

L. What have we now?

No. 11. The musk melon, brought to England in 1570, three years before the cucumber was brought. Recitation, "Nature," by No. 11.

L. What have you to present?

No. 12. A sunflower.

Essay, "Sunflower," by No. 12.

L. What have you to offer?

No. 13. Rhubarb, a native of Siberia.

L. What do you bring?

No. 14. The holly-hock, a native of China.

Music by the school.

L. What do you bring?

No. 15. The four-o'clock, one of the beautiful flowers that we have obtained from Peru.

L. And what have you?

No. 16. The morning-glory, a climbing plant. It is a native of our country.

L. What is your present?

No. 17. Flax. From it we obtain linen and linseed oil.

Music by two of the pupils.

L. What have you?

No. 18. I have chestnuts. Our chestnuts are smaller than those of Europe, but sweeter.

L. And you have the last offering. What is it?

No. 19. The branch of an oak tree.

Essay, "The Oak," by No. 19.

Recitation by the leader,

Music by the school

CULTURE OF THE FEELINGS.

THOS. M. BALLIET, Institute Conductor and Teacher in Cook Co., (Ill.) Normal School.

ACCORDING to the English system of psychology, man presents the three divisions: Intellect, Sensibility, and Will. Here are the distinctions: A man insults me. I recognize the insult through the intellect; it rouses my feelings through the sensibility; my arm is moved to strike him, and that is will. The proper estimate is not put upon the moral nature, which is made up of the feelings and will. "Educate the intellect," we are told. The Bible puts a better construction on life. It says, "Give me, my son, thine heart."

Faculties become strong in a certain order. We take it too much for granted that the boy of five has the same development of the heart as a man of matured powers. We think the moral element in him fully developed, and treat it accordingly. This is a mistake. Children of a tender age stand by the grave of a fond mother without a tear. Their sensibilities are not yet developed. There is a difference between crying and weeping: the former is a manifestation of pain, the latter of emotion. Emotion develops in the order that the faculties of the intellect develop.

Another mistake is this: We tell the child to love his parents. That is calling on the intellect, rather than training the heart. Socrates made this mistake when he taught that men sinned through ignorance. His plan of salvation was through knowledge, not faith. The first law of feeling is this:

1. *The feelings develop by exercise.* Teach kindness by doing kind acts, and liberality by giving.

2. *Conscience develops like any other faculty.* We presume on a strong moral nature in the child. To put discipline on high moral ground is a mistake. It's the strong moral personality in you that governs the school. Discipline can be summed up in two words: Moral constraint. It is not moral suasion. Conscience grows strong by using it.

3. *Every feeling involves an idea.* Man cannot be joyful without a cause. Merit calls up love; duty, admiration; misery, compassion; danger, fear.

4. *The idea must not be abstract.* The child must see the act that is to call up this or that feeling. When we see a mean action we become indignant. That is why art has such influence upon men. What then of the religion that denies a personal God? We can only love him that we believe loves us.

5. *The law of displacement.* I have an open vessel from which I try to pump out the air. It is impossible to expel it unless I displace it with a heavier gas. It is equally impossible for a child to cry and laugh at the same time. Expel selfishness by generosity. Overcome evil with good. "Nature abhors a vacuum." In this law is found an explanation of the partial failure of certain moral reforms; as the temperance reform for instance. It is attempting to lay aside vice, without sufficiently cultivating the opposing virtues. We attempt to stop swearing, but fail to teach reverence.

6. *Moral teaching must be positive.* Instead of telling the children what they must not do, tell them what they should do. Our Saviour acted on this principle. Christ said nothing about slavery. He took care of the positive, and laid the negative aside. He cultivated virtue, and laid vice aside.

Behind all methods is this: Mind grows by contact with mind; love by love; will by subjection to will. Education is the result of contact between personality and personality. The momentum of a body depends on its weight and velocity. Every

man goes through life with a certain moral power. It is the weight of character. Every method takes its power from the personalities of the teacher. A teacher of strong moral character will have a good influence. Example gives weight to our words. Manner makes matter sometimes of little effect. No good influence is lost on our children. Grains of wheat, for a thousand years lying dormant, have sprouted. You are sowing the seeds that will bring forth fruit fifty years hence.

MANUAL TRAINING—A WORD OF WARNING.

BY C. M. WOODWARD, Director of the St. Louis Manual Training School.

THE air is full of schemes for the introduction of manual training to high schools and higher grades of grammar schools. The recent action of the school boards of Baltimore, Toledo, and Chicago, in putting manual training into their high schools, is likely to stimulate still more such measures. I do not intend, therefore, to say anything now to encourage this movement; on the contrary, I wish to speak a word of warning against inconsiderate action. The current is so strong that many are in danger of being carried off their feet. Ill-advised ventures run great risk of failure and of bringing manual education into contempt.

My advice is: 1. *Go slow.* 2. *Do not mistake the shadow for the substance.* 3. *Treat manual training with dignity and respect.*

1. *Go slow.* Study what has been done elsewhere. Do not suppose it necessary to adopt the whole program of a manual training school at once. It is not even essential that you see the end from the beginning. Like a tree, manual education must be well planted, tenderly nurtured, and given time to grow. Woodwork and drawing will suffice for the first year. Use only hand tools; leave engines and power lathes till the second. Do not omit free-hand and instrumental drawing. Let the pupils learn to stretch paper; to use instruments accurately and readily; to draw smooth, light and heavy lines with india ink; to shade and space, and draw tangents. Pupils should always make projection drawings of all their shop exercises. Teach how to work from a drawing, and how to make drawings of objects. Pupils should learn to see the object in the drawing, the drawing in the object. Buy good tools, but none which will not be used the first year.

2. *Do not mistake the shadow for the substance.* Don't set the pupils to making boxes, and chairs, and tables, and cases for use at school or at home before they have learned the alphabet of woodwork. Teach the theory and care and proper use of tools. Choose typical forms, and let each exercise be short. Be logical, clear, exact. Execute difficult exercises twice. Study the try-square and the gauge. Give class exercises and economize material. Avoid show pieces, and remember that training is the principal thing. The main object of manual training is not to make mechanics; it is to make boys and girls clear-headed, intelligent, and handy.

3. *Treat manual training with respect.* Don't put the workshop into the basement; insist upon dry, pure air and good light. Don't crowd pupils, nor give them poor appliances. Give the teacher a good blackboard and a chance to instruct the class as a unit. Don't think you *must* have shop work every day; three, or even two exercises per week will do at first, but when your program is arranged, follow it. Two hours of shop per day is enough. Don't let the boys (and girls) who take drawing and shop work neglect their mathematics, or science, or literature; there are many avenues to culture, keep them all open.

Your shop teacher should be well educated and a natural teacher. Don't relegate manual training to the janitor. In a small school the shop teacher may be also the drawing teacher or the teacher of physics. He should be paid as well and rank as high as any assistant. Beware of experienced mechanics who are reputed to be fine workmen, for they will scarcely appreciate your object, and will

find it easier to do the work themselves than to teach pupils to do it. A bright young teacher who understands drawing can, under a good instructor, learn all the woodwork necessary to begin with in thirty days of three hours each. If you fail to find a good teacher, don't get any; you can afford to wait; you cannot afford to fail.

For the SCHOOL JOURNAL.

MIND CLASS.

OUTLINE OF WORK—TIME ONE WEEK.

SEE No. 5, October 4th.

1. Name then mind incentives in the order of their importance, and state at least one effect of each. Draw from your own experience.

2. State how a careless pupil can be educated to become careful. Give an illustration from actual life, if possible.

3. State what ought to be done with a pupil who seems to have no imagination. How can he be incited to imagine?

4. How can a sense of duty be made to excite the mind to action?

5. To what extent is it proper to pay a child to do right?

NOTE.—Educational pay is not usually in money. Marking, ranking, personal praise, and reports to parents are payments for good conduct.

6. State your opinion of punishment as a mind incentive.

NOTE.—Educational punishments may be, and often are, exceedingly severe. Marking down, degrading in rank, personal blame, and reports to parents are often severe punishments.

(a) Does hurting the *body* ever wake the *mind* to healthy action?

(b) Does making a child do what he doesn't want to excite proper mental action?

NOTE.—Don't think of others in answering (a) and (b). *Think of yourself.*

7. State exactly by a life incident how the "joy of discovery" may be made a powerful mind incentive.

NEW YORK CITY.

NOVELTY CONCERT.—The first public rehearsal and concert of Mr. Van Der Stucken's "Novelty Series" passed off successfully on the 24th and 25th, at Steinway Hall. The program was a strong one: A. Dvorak's "Husitska"; R. Wagner's "The Flying Dutchman"; F. Van Der Stucken's "Vlasda"; P. Tchaikowsky's "Mazeppa"; E. Grieg's Concerto for piano in A minor; J. Brahms's Third Symphony in F major. The second concert is marked for Dec. 6th, with a rehearsal the preceding day.

TEACHERS' ASSOCIATION.—The concert at Steinway Hall on the afternoon of the 25th was given by the New York Philharmonic Club and Mrs. Tanner, and the result was a very delightful two hours of music. Mr. Schenck played a cello solo, and Mr. Arnold a violin selection, and the concerted pieces were given with the artistic manner for which this club is noted. The house was full and the Association out in full force.

PUBLISHERS' NOTES.

Send me the JOURNAL. I can not do without it while teaching. A. M. B.

"Education by Doing" is a treasure to the primary teacher. S. D.

N. Y.
The JOURNAL is the best teachers' paper that comes to my desk, and it grows better with age.

Iowa.
I am perfectly enthusiastic over my INSTITUTE, and intend taking the JOURNAL and many other of your publications. CO. SUPT. F. B. STEVENS.

Your publications are so good that I want to read them four times as often as formerly. Can't wait four weeks for the next number, so I change from INSTITUTE to JOURNAL. V. D. BOWERS.

O. E. S.
The JOURNAL has been such a help to me that I want you to know it. It is the best paper published. The editors deserve the thanks of all teachers for their interest in the schools and those in charge of them.

I am a constant reader of your INSTITUTE, and in my perusal of it find what I so much need. And I think that every teacher who wishes to do honor to himself and his profession and to look after the well being of his pupils ought to be a careful reader of it. H. K.

HORSFORD'S ACID PHOSPHATE.

WELL PLEASED.

Dr. C. ROBERTS, Winchester, Ill., says: "I have used it with entire satisfaction in cases of debility from age or overwork, and in inebriates and dyspeptics, and am well pleased with its effects."

FOR THE SCHOLARS.

CHOICE THOUGHTS.

MONDAY.

WAITING.—He who waits to do a great deal of good at once will never do anything.—SAMUEL JOHNSON.

Despatch is the soul of business.—CHESTERFIELD.

We are not to wait to be, in preparing to be; we are not to wait to do, in preparing to do, but to find in being and doing preparations for higher being and doing.—HENRY GILES.

TUESDAY.

CHEERFULNESS.—The most manifest sign of wisdom is continued cheerfulness.—MONTAIGNE.

The soul that perpetually overflows with kindness and sympathy will always be cheerful.—PARKE GODWIN.

A cheerful temper, joined with innocence, will make beauty attractive, knowledge delightful, and wit good-natured. It will lighten sickness, poverty, and affliction, and convert ignorance into an amiable simplicity, and render deformity itself agreeable.—JOS. ADDISON.

WEDNESDAY.

BOOKS.—A book is good company. It is full of conversation without loquacity. It silently serves the soul without recompense.—H. W. BEECHER.

Precious and priceless are the blessings which books scatter around our daily paths.—E. P. WHIPPLE.

Science, art, literature, philosophy,—all that man has done,—the experience that has been bought with the sufferings of a hundred generations,—all have been garnered up for us in the world of books.—E. P. WHIPPLE.

THURSDAY.

CONTENTMENT.—Contentment is natural wealth; luxury, artificial poverty.—SOCRATES.

True contentment depends not upon what we have: a tub was large enough for Diogenes; but a world was too little for Alexander.—C. C. COLTON.
But godliness with contentment is great gain.—Bible.

Come, calm Content, serene, and sweet,
O gently guide my pilgrim feet
To find thy hermit cell.

—A. S. BARBAULD.

FRIDAY.

EDUCATION.—Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant.—EDWARD EVERETT.

Education is not confined to books alone. The world, with its thousand interests and occupations, is a great school.—J. T. TROWBRIDGE.

NOTEWORTHY EVENTS AND FACTS.

FOREIGN.

Abyssinia threatens to invade the Soudan.
Japan has created a peerage.
A new Belgium Cabinet has been formed.
Germany has established a protectorate in Zanzibar.
The official correspondence about Egypt is made public.
The Communal Council of Brussels voted to repeal the education law.

Mr. Gladstone was interrupted by Irish members in a speech in the Commons.
Houses were demolished and vessels wrecked by storm in the British Isles.
Foreign residents of Lima have taken measures to protect their interests against the Chilean Board of Arbitration.
Much damage was reported from a typhoon in Yokohama.
Only two of the persons who were reported to have been executed at the St. Petersburg citadel for political offenses, paid the death penalty. The sentence of both the women and of the other four officers of the Russian army was commuted to life banishment to Siberia.

NEW YORK CITY.

Several meetings were held in celebration of the centenary of Sir Moses Montefiore.
The John Street Methodist Episcopal Church celebrated its 118th anniversary.
Dr. Edward Hitchcock, of Amherst College, delivered the second lecture in the course on "Health," in the Union Theological Seminary, in the course of which he spoke of the ill effects of tobacco. He said that in the freshmen classes of Amherst, from 18 to 20 per cent. of the students use tobacco, while from 38 to 40 per cent. of the seniors are addicted to the habit.
Twenty acres of land, just north of 216th street and the Bolton Road, and at the junction of the Hudson River and Spuyten Duyvil Creek has been sold. It was from this promontory that Irving's Van Corlear attempted "in spite of the devil," to swim across the stormy waters of the creek to the Westchester shore.

DOMESTIC.

There was a fatal explosion of fire damp at a mine in Uniontown, Penn.
An express company's safe was robbed at Youngstown, O., of \$7,500.
Reports have been made by the Commissioner of Indian Affairs and the Director of the Mint.
In a case at Boston it was decided that a life insurance policy held in Massachusetts, though obtained in New York, could be transferred by assignment.
The case in which fraud was alleged against the Pittsburg Bond Syndicate has been decided in favor of the city.
The Scott Law, which taxes liquor saloons in Ohio with great severity, has been declared unconstitutional by the Supreme Court of the State.
Mr. Hugh McCulloch, the well-known financier and ex-Treasurer, has been appointed Secretary of the Treasury.

BOOK DEPARTMENT.

NEW BOOKS.

A GRAMMAR OF THE LATIN LANGUAGE. For the use of Schools and Colleges, with Exercises and Vocabularies. By William Bingham, A.M. Revised and in great part re-written by W. Gordon McCabe, A.M., Head Master of the University School, Petersburg, Va. Philadelphia: E. H. Butler & Co.

For many years *Bingham's Latin Grammar* has had a wide popularity. Professor McCabe has re-arranged the matter of the old book, kept its popular points, corrected its errors, and adapted it to the use of modern schools. The Roman pronunciation is adopted and illustrated by English equivalents, as nearly as it is possible; the entire Etymology has been thoroughly revised and enlarged; the Syntax has been re-written, keeping intact Professor Bingham's treatment of case relations, of casual, conditional, temporal, relative, interrogative, and iterative sentences, oratio oblique, etc. In carefully examining this book, we call attention to the following points:

(1) Throughout the book the quantity of every Latin word used is carefully marked. There may be mistakes, it would be a wonder if there were none, but we have failed to discover any. This is a most commendable feature, as all elementary teachers of Latin will testify.

2. The Exercises do not attempt to introduce the pupil at once into the inverted constructions, as in some books, but are confined to simple relations, illustrating the lessons to be taught.

3. The Models of Analysis in the Appendix are admirable. They evidently have come from long use in the class-room. Teachers in Latin will very much appreciate this feature of the work.

4. The publishers have done their work well. The pages are models of beauty and clearness. It is a great thing to select the proper type and paper in making a Latin or Greek grammar. Much of the success of study depends upon these apparently trivial particulars. The most fastidious student will never complain of these points in this volume. It is a pleasure to review a book concerning which we can say so many good things, and we are certain no one of our readers, after an examination, will cause us of exaggeration.

A SHORT HISTORY OF OUR OWN TIMES. Justin McCarthy, M.P. New York: Harper Bros. \$1.25. 448 pages.

This history, published within the last few years, was at once received with enthusiasm in England, and American readers have not been behind in expressing their appreciation of it, as its large sale has shown. It is considered one of the ablest works of the present century. In reading it one seems to be sitting *vis à vis* with a very entertaining member of English society who is intimately acquainted with all the great men and women he talks about. With an easy grace and penetrating insight into character, yet without flattery or malice, he draws their portraits and describes scenes in which they moved. This pleasing, happy style makes an agreeable entertainment of what would otherwise be a task, and yet a task that no teacher can afford to omit—namely, to become intelligent upon such subjects as "The Afghan War," "The Anti-Corn Law League," "The Crimean War," "The Indian Mutiny," "The Civil War in America,—from an English Standpoint," "Irish Question," and "The Congress of Berlin." It is bound neatly in cloth, and the typography is what may be expected of the Messrs. Harper. They issue the same in paper covers—2 vols, at 20 cents each.

THE NATURAL METHOD. Issued by Stern's School of Languages, New York City, 27 E. 44th street; Brooklyn, 177 Montague street, and Saratoga Springs, during July and August.

Between the Natural Method and others Methods there are three differences:

The Natural Method begins with the idea and its unity; the others with the word.

The Natural Method uses no other language during the hour of instruction than the one which the student wishes to acquire; the others mix languages.

The Natural Method takes first the language as the object of study, and directs the student's attention, so that he shall find out for himself its peculiarities, and the laws for its construction; the old Methods require the beginner to learn rules collected in a book, called a grammar.

These certainly are wide differences, but they must commend themselves to really progressive teachers. The real teachers of the modern languages, according to this system, are truly Pestalozzian in spirit and work.

THE COMPLETE WORKS OF ROBERT BURNS. Edited by Alexander Smith. New York: T. Y. Crowell & Co. \$2.50

Burns's Poems are attractive in any dress, but when offered in the style in which the present volume is gotten up they are simply irresistible. It is attractively bound in green cloth and gilt; well printed on firmly calendered paper, and beautifully illustrated by noted artists, among whom are Taylor, Merrill, Woodward, Schell, Gifford, Garrett, and St. John Harper. The same edition is bound in tree calf or full morocco for \$6.00. Surely a more attractive holiday present could scarcely be found.

COTTAGES; OR, HINTS ON ECONOMICAL BUILDING. Containing 24 plates of medium and low cost houses, contributed by different New York architects. Together with descriptive letterpress giving practical suggestions for cottage building. By A. W. Brunner, architect. To which is added a chapter on the water supply, drainage, sewerage, heating and ventilation, and other sanitary questions relating to country houses. By William Paul Gerhord, C.E. New York: William T. Comstock, 6 Astor Place.

This is an excellent book which we cannot too highly commend. Its title gives a very complete outline of its contents. Those about to build cannot find a better guide than this, unless they consult some expensive architect, and even then there are many things here explained and illustrated which no architect, however expensive, would think of telling.

The following books, recently published, are of great value to teachers:

Outline of Psychology, with special reference to the Theory of Education. By James Sutly, M.A. D. Appleton, & Co., New York. \$3.00. 711 pages.

"Mental Science and Methods of Mental Culture, for Students preparing to become Teachers." By Edward Brooks, A.M., Ph.D. Lancaster, Pa.: Normal Publishing Company. \$1.50. 501 pages.

"Teaching and Teachers; or, The Sunday-School Teacher's Teaching Work, and the Other Work of the Sunday-School Teacher." By H. Clay Trumbull, D.D. Philadelphia: John D. Wattles, Publisher. \$1.50. 390 pages.

"Theory and Practice of Teaching." By the Rev. Edward Thring, M.A., Cambridge, England. Macmillan & Co., New York. \$1.60. 256 pages.

* "Teachings and Counsels." By Mark Hopkins, D.D., LL.D. Charles Scribner's Sons. \$1.50. 394 pages.

"Some Heretics of Yesterday." By S. E. Herrick, D.D. Boston: Houghton, Mifflin & Co. \$1.50. 320 Pages.

* "Practical Work in the School-room." By Sarah F. Buckelew and Margaret W. Lewis. Part I: The Human Body. A Transcript of Lessons given in the Primary Department of Grammar School No. 49, New York City. A. Lovell & Co. 16 Astor Place, New York. 75 cents. 157 pages.

"The ancient Empires of the East." By A. H. Sayce, Oxford, England. New York: Charles Scribner's Sons. \$1.50. 301 pages.

"Boston Monday Lectures." Occident: with Preludes on Current Events. By Joseph Cook. Houghton, Mifflin & Co., Boston. \$1.50. 382 pages.

Books of CATS and DOGS and Other Friends. For Little Folks. By James Johannot. D. Appleton & Co., New York. 50 cents. 96 pages.

The above list of books would make a rare collection for any teacher's library. A special notice of each will appear in our columns, but the mere record of their titles will excite an almost irrepressible desire in every live teacher to own every one. Even in an age of books, all of these shine as stars.

MAGAZINES.

Harper's Monthly Magazine for November is an excellent number of this old and most popular magazine. It certainly is not growing stale or heavy. The articles that especially interested us are: "Charles I. and Henrietta Maria;" "Columbia College," with illustrations; "The Great Hall of Wm. Rufus," and "Sydney Smith." The "Editor's Easy Chair," "Literary Record," "Historical Record" and "Drawer" sustain their well-earned reputation.

The *Current*, weekly, Chicago, is rapidly becoming the magazine of the Central States. The following table of contents of the last number will show the fullness of the feast it sets before its readers each week: "Editorial," "Love's Triumph," "Mildred Allaire—Chapter;" "Novels and Novels," "On Memphremagog" "The

American Laborer's New Ally," "How Uncle Billy Interpreted Scripture," "Forfeiture," "The Story of a Violin," "Celebrated Personages of France," "Professor Emeritus," "Major Weatherbeam's Discomfiture," "Dom Pedro II.," "One Summer," The Cadence and the Decadence of the Hoosier Fiddle," "Dramatic Fragmenta," "Eros," "The Scarcity of Ideas," "Peruvian Pictures—Where Millions Once Worshipped," "October Dreams," "Editorial," "Parting," "Undercurrent," "Thought of the Hour."

The *American Naturalist* for November contains articles on "Recent Studies of the Spade," "Foot Toad," "Growth, its Conditions and Variations;" "The Editor's Table," "Recent Scientific Literature," and "General Notes on Geography, Geology, Mineralogy, Botany, Entomology, Zoology, Physiology, Psychology, Anthropology, Microscopy and Histology."

The *Art Amateur* is full of articles devoted to the cultivation of art in the household. The one of special general interest is on "Decoration and Furniture," by Clarence Cook, containing a discussion of the Modern Home. It is full of most valuable suggestions. This magazine is worthy of a most liberal patronage.

The *American Counting Room* contains many articles of value to those who are interested in accounts. The following topics from the November number will indicate of how much use it might be to teachers of book-keeping: "Trial Balances," "New form for Merchandise Account," "Percentage and its Cases," "Discounts on Partial Payments," "Accounts of Real Estate," "Question on Toll," "Post-dated Checks," "Interest on Partner's Account," "Manufacturing Accounts," "Bank vs. True Discount," "The Seven-Account System," "Interest on Capital."

The *Quiver*, a magazine especially designed for Sunday reading, will hereafter be issued monthly in this country by Cassell & Company, beginning with the new volume which opens with the December number.

BOOKS RECEIVED.

Barnes' Fifth Reader. New York: A. S. Barnes & Co. Colloquial Exercises and Select German Reader. Wm. Deutsch. Boston: Ginn, Heath & Co. \$1.00.

Ogilvie's Handy Book. J. S. Ogilvie. New York: Published by the author. 25 cts.

A Handy Classical and Mythological Dictionary. H. C. Faulkner. New York: A. L. Burt. 50 cts.

Teachings and Counsels. Mark Hopkins, LL.D. New York: Charles Scribner's Sons. \$1.50.

The Story of Viteau. Frank R. Stockton. New York: Charles Scribner's Sons.

Poems. Dinah Maria Muloch. New York: T. Y. Crowell. \$1.25.

How they Went to Europe. Margaret Sidney. Boston: D. Lothrop & Co. \$1.00.

Babyland. Boston: D. Lothrop & Co. 75 cts.

The Publisher's Trade List Manual. New York: Publisher's Weekly.

Tenno's Favorites. Philadelphia: John E. Potter. 25c.

Alan Darg. Part II. Admiral Porter. New York: D. Appleton & Co. 25 cts.

The Three Prophets. Col. C. Chaille Long. New York: D. Appleton & Co. 50 cts.

Gems for Little Singers. Elizabeth M. Emerson and Gertrude Swayne. Boston: O. Ditson & Co.

Black and White. T. Thomas Fortune. New York: Fords, Howard & Hubert. \$1.00.

Natural Philosophy. Elroy M. Avery. New York: Sheldon & Co. 25 cts.

The names of some of the fifty Indian girls who are attending school in Philadelphia are Bessie Big Soldier, Edna Eagle Feather, Frankie Bear, Ella Man Chief, Maud Echo Hawk, Fannie Crow, Eunice Bear Shield, Sarah High Pipe, Lizzie Spider and Olive Battle.

THIRTY-THREE boys and twenty-seven girls, children of the Apaches, Comanches, Pawnees, Seminoles, and others, have been brought home by Prof. J. A. Lippincott, of Dickinson College, from the Indian Territory, and placed in the Indian Training-School at Carlisle, Pa., for a five years' course.

REMARKABLE RESTORATION IN THE CASE OF A CLERGYMAN.

Rev. A. W. Moore, of Darlington, S. C., sends us for publication the following results in his case:

"DARLINGTON, S. C., Jan 16th, 1883. MESSRS. STANLEY & PALEN:—Though you have not solicited, I feel it to be my duty to give the following testimonial in favor of 'Compound Oxygen.' I inherited the pulmonary taint from my mother, and have suffered with Bronchitis from my youth. For the last three or four years, in the early fall, I have been prostrated with an acute attack of severe Bronchial Asthma. Last fall this attack was unusually perilous, being complicated with a general derangement of the liver, kidneys, &c. My medical advisers could not give much hope of any further work in the ministry. 'In December I commenced the use of your Home Treatment. Shortly after I began its use, nearly all the symptoms were greatly aggravated, but for the last three weeks I have been improving. The constant expectation has to a great extent ceased. I have a fine appetite; my digestion is good. I sleep well. I am now preaching twice on Sunday without lassitude. I feel more vigor—more life than I have for years. I believe the 'Compound Oxygen' a blessed, providential discovery to which you were unconsciously directed by the great Healer."

"Gratefully, (Rev.) A. W. Moore. Our 'Treatise on Compound Oxygen,' containing a history of the discovery and mode of action of this remarkable curative agent, and a large record of surprising cures in Consumption, Catarrh, Neuralgia, Bronchitis, Asthma, etc., and a wide range of chronic diseases, will be sent free. Address, DR. STANLEY & PALEN, 1109 and 1111 Girard St., Philadelphia."

THE CENTURY

In 1885.

A GREAT ENTERPRISE.

PAPERS ON THE CIVIL WAR.

The important feature of THE CENTURY MAGAZINE for the coming year—indeed, perhaps the most important ever undertaken by the magazine will be a series of separate papers on the great battles of the War for the Union, written by general officers high in command upon both the Federal and the Confederate sides.—General Grant (who writes of Vicksburg, Shiloh, and other battles), Generals Longstreet, McClellan, Beauregard, Rosecrans, Hill, Admiral Porter, and others. The series opens in the November CENTURY with a graphically illustrated article on

The Battle of Bull Run.

written by the Confederate general, G. T. Beauregard. Brief sketches, entitled "Recollections of a Private," papers chronicling special events, descriptions of various auxiliary branches of the service, etc., will supplement the more important series by the various generals.

A strict regard for accuracy will guide the preparation of the illustrations, for which THE CENTURY has at its disposal a very large quantity of photographs, drawings, portraits, maps, plans, etc., hitherto unused. The aim is to present in this series, not official reports, but commanding officers' accounts of their plans and operations,—interesting personal experiences which will record leading events of the war, and possess, at the same time, a historical value not easily to be calculated.

FICTION.

In this line THE CENTURY will maintain its prestige, and furnish the best stories by American writers that can be procured. In November begins

A New Novel by W. D. Howells.

Author of "Venetian Days," "A Modern Instance," etc. This story deals with the rise of an American business man. A novel by Henry James, a novelette by Grace Denio Litchfield, and short stories by "Uncle Remus," Frank R. Stockton, H. H. Boyesen, T. A. Janvier, H. H. Julian Hawthorne, and other equally well-known writers will appear at various times.

MISCELLANEOUS FEATURES.

Under this heading may be included a series of papers on the Cities of Italy, by W. D. Howells, the illustrations being reproductions of etchings and drawings by Joseph Pennell; a series on

The New North-West.

being an interesting group of papers by E. V. Smalley, Lieut. Schwatka, Principal Grant (of Kingston, Ontario), and others, descriptive of little-known regions; papers on French and American art,—sculpture and painting, with some exquisite illustrations; papers on

Astronomy, Architecture and History,

the first being by Professor Langley, and others. Under Architecture are included more of Mrs. Van Rensselaer's articles on Churches, City and Country Houses, etc. Col. George E. Warring, Jr. will describe

Progress in Sanitary Draining;

E. C. Stedman, Edmund Gosse, and others will furnish literary essays; George W. Cable will contribute in various ways; several papers on sport and adventure will soon be published, and

John Burroughs

will write from time to time on outdoor subjects. Readers of THE CENTURY may feel sure of keeping abreast of the times on leading subjects that may properly come within the province of a monthly magazine. Its circulation is now about 140,000 monthly, the November number exceeding that figure. Subscriptions should date from this number, beginning the War series and Mr. Howells' novel. Price \$4.00 a year, 35 cents a number. All bookellers and news-dealers sell it and take subscriptions, or remittance may be made to the publisher.

A free specimen copy of THE CENTURY will be sent on request. Mention this paper.

THE CENTURY CO. NEW YORK, N. Y.

A BOOK FOR CHILDREN.

"BABY WORLD"

A NEW "BABY DAYS"

A book of 300 pages of stories, rhymes, and pictures from ST. NICHOLAS, adapted to the very little folks. Edited by MARY MAPLES DODGE. First edition of 15,000 now ready. Price \$2.00. All book-sellers have it, or copies will be sent by the publishers, post-paid, on receipt of price. THE CENTURY CO., 89 East 17th St. New York.

A BOOK OF EDUCATIONAL OCCUPATIONS FOR CHILDREN IN SCHOOL. EDUCATION BY DOING.

By ANNA JOHNSON, teacher in the Children's Aid Schools of New York City. With a prefatory note by EDWARD B. SHAW, of the High School at Yonkers, N. Y. 16mo., 112 pages. Handsome red cloth, gilt stamp. Price 60 cents.

EXTRACT FROM PREFATORY NOTE.

"In observing the results achieved by the Kindergarten educators, I have felt that Froebel's great discovery of education by occupations must have something for the public schools—that a further application of 'the putting of experience and action in the place of books and abstract thinking,' could be made beyond the fifth or sixth year of the child's life. This book is an outgrowth of this idea, conceived in the spirit of the 'New Education.'"

"It will be widely welcomed, we believe, as it gives concrete methods of work—the very aids primary teachers are in search of. There has been a wide discussion of the subject of education, and there exists no little confusion in the mind of many a teacher as to how he should improve upon methods that have been condemned. There is a general desire and demand for better methods. The principles enunciated by Spencer 'that science is evolved out of its corresponding art,' and 'that the abstract is to be reached by way of the concrete,' are as true in their applications with reference to teachers as to pupils. And therefore, whoever gives concrete methods, based upon right principles, is doing the most to aid the great body of teachers, and is laying the surest foundation for a recognition of the principles of science of education."

E. I. KELLOGG & CO., Educational Publishers, 21 Park Place, New York.

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SPECIAL OFFER.—The full set of the series, 12 numbers, will be sent upon receipt of \$3.00.

THE NATIONAL SCHOOL OF ELOCUTION AND ORATORY,

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